

BULLETIN 2c

Elementary School

# LANGUAGE

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CURR GD HIST GOVERNMENT OF THE PROVINCE OF ALBERTA DEPARTMENT OF EDUCATION

# Ex Libris WALBERTA UNIVERSITATIS ALBERTENSIS



(Alberta Gov't Photograph)

Science Reporting — Some Queer Animals



# Preface

Thoughtful teachers for many years have been dissatisfied with some aspects of the language program and with current language texts. Out of this need, the language committee grew. When the interim edition was published, plans were laid for its revision so that by September, 1959, a final edition would be in every classroom. This timetable was met despite two complicating factors: the difficulty in finding a language text to complement the language bulletin, and the changing concepts in language teaching which have made considerable revision essential.

As teachers continue to evaluate and improve language instruction, it is hoped that the suggestions in this guide will be helpful.

# Acknowledgment

The interim edition of the language bulletin was used on an experiment basis in selected classrooms during the 1957-58 term. Excellent constructive criticisms from superintendents, principals and teachers resulted. The final edition, therefore, reflects not only the considered judgment of the language committee but also the sound opinions of teachers throughout the province. The committee would like to thank the many teachers, principals and superintendents who participated in the evaluation work and gave so freely of their time and experience.

The Department of Education acknowledges with appreciation contributions of members of the sub-committee on Elementary Language, which operates under the authority of the Elementary Curriculum Committee.

The 1958-59 membership of these committees were as follows:

# **Elementary Curriculum Committee**

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- 2. A. G. Bayly, Assistant Superintendent, Edmonton Public School Board.
- 3. Miss M. A. Caldwell, Faculty of Education, University of Alberta, Edmonton
- 4. Mrs. Grant Carnine, H.S.A., New Dayton
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Note: The photographs have been prepared by the Photographic Branch, Department of Economic Affairs, and the shots were obtained through courtesy and cooperation of a number of Edmonton teachers and their classes.

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# An Introduction to the Guide

### ITS CONTENTS

The language committee hopes that teachers will derive considerable assistance from this curriculum guide which tries to give explicit direction without prescription. Prescription is, indeed, impossible since language development is unique in each classroom. A perusal of the table of contents will help the teacher realize the importance of:

- Knowing the children with whom we are working (P. 10 ff.)
- Understanding how language develops through
  - experience intake
  - oral expression— written expression
  - evaluation
  - teacher planning (P. 25)
- Having a clear-cut objective (P. 25)
- Acknowledging the possibilities and limitations of textbooks and other source materials (P. 28)

One of the major premises of this guide is the inter-relationship of all the language arts. Reading is an integral part of the total language experience. Throughout the growth of skill in oral and written expression reading plays a vital role: experiences are gained through reading; reading provides models to follow when writing; critical reading makes effective evaluation possible; and through language activities reading skill is developed. Reading was left out because its very importance demanded space not available in this bulletin. A handbook is being prepared to deal exclusively with reading. Handwriting was also left out of this bulletin since it is dealt with in Bulletin III.

The scope of the language arts demands the inclusion of comprehensive sections on such topics as Speech, Spelling, Listening, Observing, and others. The section on speech will be particularly helpful since many short exercises and poems have been included. Spelling has an important place in the bulletin and specific suggestions for helping pupils to improve their spelling have been included. Listening and observing, while being relatively modern additions to the language arts, are recognized as having an important place in the development of efficient expression.

Great stress has been placed on teacher-pupil evaluation of language as being one of the keys to growth of skill in expression.

Teachers will enjoy reading the section *Children's Writing* and will find useful ideas there.

While language development varies with each child, a few examples of developmental grids should provide guidance when used in conjunction with the grade grids for the language texts.

# Building a Language Program.

Improvement in pupil language achievement must follow improvement in language instruction. Teachers working alone can do a great deal to effect such improvement, but surely the greatest results will follow

the collective efforts of superintendent, principals and teachers. In-service training in language through action research is one of the keys to improved language instruction.

# A. The Role of the Superintendent

The superintendent plays a vital role in an in-service program. His interest, knowledge, and practical help can provide the spark which will mean a positive improvement in oral and written expression. The superintendent may bring in speakers to arouse interest in language which can result in a school survey of language strengths and weaknesses to point the way to future action. The following chart suggests some of the areas where strengths and weaknesses may be located.

Ideas and Style	Mechanics
Vocabulary \ vivid \ \ suitable	Neatness Handwriting Spelling
Figures of speech } apt	Usage Grammar Punctuation Capitalization Sentence construction Paragraphing

The superintendent can facilitate a program of language improvement by (1) arranging with the school board for meeting time, (2) providing professional source books, (3) giving his expert advice and encouragement, and (4) arranging for outside consultants to assist a staff that needs special help.

# B. The Role of the Principal

The principal is the key person in a school as he works intimately with each teacher and each class. The superintendent cannot possibly give the day-to-day encouragement and advice that teachers need to execute a detailed program of language instruction.

# What steps might a principal and his staff take?

- 1. Become thoroughly acquainted with the language program of the entire elementary school by studying this guide.
- 2. Make a study of the status of language achievement in the school. That is, determine the strengths and weaknesses of the language program offered in the school. Determine the existing standards for oral and written communication.
- 3. Try to discover the causes of existing weaknesses.
- 4. Plan a program of attack to improve language instruction.
- 5. Evaluate the on-going program from time to time.
- 6. Read the findings of research language experts.

### C. The Role of the Teacher

From the teacher's point of view, effective language teaching may be said to have two prerequisites:

- a knowledge of language and how effective expression develops; and
- a knowledge of the particular needs, interests, abilities of the class.

This language bulletin should serve as a guide in both areas.

Every elementary teacher should acquire a thorough understanding of the principles contained in the language program as outlined in this guide. This means that each teacher should be familiar with a typical language program of the grade before and the grade after hers.

Since every individual has unique interests, needs and abilities, the teacher must study her pupils carefully. The teacher may, as an example, begin a study of the written language of her class as follows:

- Ask each pupil to write on a general topic such as *My Home or My Favorite Sport*.
- Study these carefully, noting each child's success and failure. Note common strengths and weakness. (See chart on previous page)
- Plan a program in written language on the basis of the information gained. For example: the pupil's writing may have been generally correct but lacking in imagination and originality. The planned program, therefore, might stress a return to experience with an emphasis on vivid sense impressions plus an unrestricted personal writing program.
- Modify the program as a result of informal observation and further, frequent analysis of the children's writing.

A program in oral language may be charted in the same way, remembering that oral language plays an important role in language development.

As has been pointed out, a careful reading of the bulletin will provide much information about the development of effective expression. It is hoped, too, that it will stimulate further reading and suitable references have been suggested. Perhaps even more important, a reading of the bulletin should send the teacher back to language itself, to a thoughtful analysis of what constitutes effective expression, to attempt to express herself and thus gain insight into the problems and rewards of efficient speaking and writing.

# **Basic Considerations**

### CHAPTER I:

### THE LANGUAGE PROGRAM

### A — OBJECTIVES

Effective communication is the prime objective of all language activity. Instruction and exercises are useful only if they contribute to this end. Other major objectives are:

- 1. To develop specific competencies for language situations in and out of school.
- 2. To develop a desire to communicate effectively.
- 3. To develop a sensitivity to correct language.
- 4. To develop good work habits by using outlines, summaries, etc.
- 5. To develop an appreciation of the part language plays in critical thinking.

The function of language instruction may be stated in another way. Speaking and writing activities demand that students develop certain skills, understanding and attitudes, They are:

- 1. Selecting ideas: what to tell about the subject. (The teacher's job is to make the child sensitive to content).
- 2. Making the meaning clear: the choice of the concrete word.
- 3. Speaking and writing correctly: punctuation, use of voice, (mechanics of language).
- 4. Using the social amenities attached to certain language jobs.

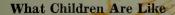
### B -- BASIC PRINCIPLES OF LANGUAGE DEVELOPMENT

Language ability develops more effectively if classroom instruction takes into consideration the following principles:

- 1. Experiences either real or vicarious are needed to provide the raw material for expression.
- 2. As oral language comes before and contributes to written expression, opportunities must be given to verbalize these experiences. Purposeful oral language is one of the important objectives of the language program.
- 3. Critical thinking (judging and calculating) produces organized and purposeful expression. Just as ineffective expression indicates disorganized thought, effective expression follows clear thinking.
- 4. Language is a part of every subject and the teaching of it must not be confined to a certain period of the day.
- 5. Language instruction must be geared to the development of the child. Since children develop at different rates, provision must be made for individual differences.
- 6. The development of language competence demands the use of all the following steps:
  - a. An intake of individual or common experiences through books, films and field trips, for example, to provide raw materials for expression.
  - b. An opportunity to discuss or verbalize about these experiences. Oral language builds understanding, develops and enriches vocabulary and motivates expression.
  - c. Extensive experience in writing, since skill in written language develops through practice.
  - d. Teacher and pupil evaluation at every phase of language development as this evaluation indicates the special instructional needs of the pupils.
  - e. Planning future language activities to provide for the particular needs of the class.
- 7. Critical self-evaluation must be stressed since proof reading and other evaluation techniques are indispensable in effecting an improvement.
- 8. As a result of the language program the child should realize that he may learn to communicate more effectively.

### C-THE CHILDREN WITH WHOM WE ARE WORKING

A knowledge of the children with whom we are working is essential if a language program is to be effective in improving expression. There follows an indication of behavior that might be expected as a child develops, both in language skill and in other ways. It is to be remembered that children develop in different ways and at different speeds. Thus, any general description of behavior must be modified in terms of the specific children in your classroom.



# What They Can Do With Language

The Six-Year-Old

Extremely active; tires easily.

Needs 11-12 hours of sleep plus frequent rests through the day.

Development of small muscles still incomplete.

Usually reaches reading readiness at about  $6\frac{1}{2}$  years mental age.

Ignores sex, race, social status in work or play.

Needs orderly, consistent routine.

Shifts quickly to opposite extremes of behavior.

Learns through participation and activity, not by rote.

Continues to express himself in spontaneous dramatization and imitation.

Does not co-operate well in organized games.

Needs to be taught to take turns. Enjoys stories, poems, and comics of animals, children, nature. Begins to keep to a topic.

Describes a picture instead of enumerating objects within it.

Words are meaningful in terms of their use.

Reads experience charts.

Acquires readiness and a desire for writing.

Develops sentence sense.

May print name in capitals and small letters.

Associates words with pictures and objects when they apply to personal experiences.

Begins to have more confidence in articulation of sounds.

Speech inaccuracies and difficulties may still exist.

Likes to copy simple pictures and forms.

Enjoys re-telling stories and reciting nursery rhymes.



What They Can Do With Language

### The Seven-Year-Old

Continues to be very active and likes games.

Needs periods of rest and relaxation and 10-11 hours of sleep.

Small muscle development not yet refined.

Enjoys stunts and skills.

Tends to periods of self-absorption.

Has usually ceased to have tantrums.

Is self-critical, erases frequently, needs encouragement.

Seeks approval of teacher rather than of classmates.

Is beginning to develop time and distance concepts.

Enjoys listening to and reading stories, poems, comics of animals, magic and fairy stories.

Can relate events in sequence.

Can recognize double meanings of words.

Oral speech patterns begin to conform grammatically.

Recognize slight differences in word forms.

Shows interest in reading somewhat new material.

Shows progress in attacking new words.

Can write alphabet from memory.

Can copy in manuscript writing short stories composed by the group.

Writes original sentence with some punctuation and capitalization.

Has mastered acceptable speech sounds.



Continues to be physically active but balances it with looking at books and listening to adult programs.

Small muscles now definitely ready for weaving, sewing, writing.

Eyes ready for rapid reading and sight reading speed faster than oral.

Plays and works with group but not yet ready for gang or clubs.

More realistic thinking. Disclaims Santa Claus.

Contrasts past and present and curious about the past.

Still learns best by participation but can learn by rote.

Delights in jokes and riddles.

Still enjoys books about children, animals and fairies but has a new interest in the far away and long ago.

Improved independence in writing simple sentences.

Copies co-operatively developed compositions.

Knows alphabet well.

Unable to measure up to good intentions in neatness and alignment in writing.

Takes new pleasure in rapid silent reading.

Improved ability to analyze new words.

Reads first grade material with ease and enjoyment; that of second and third grade with comprehension (under teacher guidance).

Uses table of contents.

Increasing command of language in group dictation and personal writing.



### What Children Are Like

The Nine-Year-Old

Skilled in motor performances and can sustain speed for longer intervals.

Often over-stimulated; finds it difficult to settle down after recess or games.

Likely to be careless in dress and appearance. Needs adult insistence on standards.

Often more interested in playmates than in family though he accepts some responsibility at home.

Antagonistic toward opposite sex.

Ready for perfecting skills of arithmetic, reading, spelling, handwriting.

Bases most of reasoning on observation.

Interested in making collections.

observation.

Participates in discussions; will defend his own position.

Close to adult level of grammatical usage.

Shows increased independence in attacking new words.

Reads up to fourth grade material with comprehension.

Uses indexes, dictionary, telephone book, catalogue, encyclopedia.

Rapid gain in silent reading rate.

Composes short social notes and business letters.

Assumes responsibility for punctuation and capitalization in personal writing.

Enjoys wild west stories, fairly stories, adventure and factual reading material.



# What They Can Do With Language

# The Ten-Year-Old

Has usually developed sufficient co-ordination for pen and ink writing.

Plays in organized games and shows team loyalty.

Characterized by interest in silly antics, practical jokes, secret communications.

Appreciates other people's points of view.

Girls spend much time on clothes and hair.

May have higher regard for gang than for family.

May participate in discussions of social problems.

Has developed as either a verbal or non-verbal learner.

Keen interest in facts.

Reads Grade 3 level with ease and enjoyment and Grades 4 and 5 with comprehension when guided.

Uses dictionary more systematically.

Consults index, glossary, table of contents of supplementary books.

Consults encyclopedia of own accord.

Learns how to skim for thought and search for main idea of story.

Makes simple outline with guidance.

Shows some paragraph sense.

Improved ability in writing brief stories, letters, notices, etc.

Improved command of language mechanics.





# What Children Are Like

# What They Can Do With Language

The Eleven-Year-Old

Personal hygiene habits well founded if training has been given.

May show sudden rapid growth spurts.

Play still strenuous; needs 8-9 hours of sleep.

Near adult level of eye-hand co-ordination.

Widened social contacts and group conformity.

Near adult ability in rote memory. Power to generalize and make deductions.

Increasing interest in science, nature, and home life.

Likes to participate in community activities.

Reads fourth grade material with ease and enjoyment and sixth with comprehension if guided.

Silent reading at about adult speed.

Uses library card indexes and references books intelligently.

Retains ideas well.

Improved paragraph sense; indenting, topic sentence; facts in order.

Writes fifty to sixty letters per minute legibly.

Oral speech refined to acceptable adult patterns.



# What Children Are Like

# What They Can Do With Language

# Early Adolescent

Wide variations in rate of development very obvious.

Girls taller and heavier than boys; about two years ahead in development.

High energy among those not maturing; restlessness, fatigue among the mature.

May be moody, critical, uncooperative.

Seeks acceptance by agemates.

Is very conscious of the peer group.

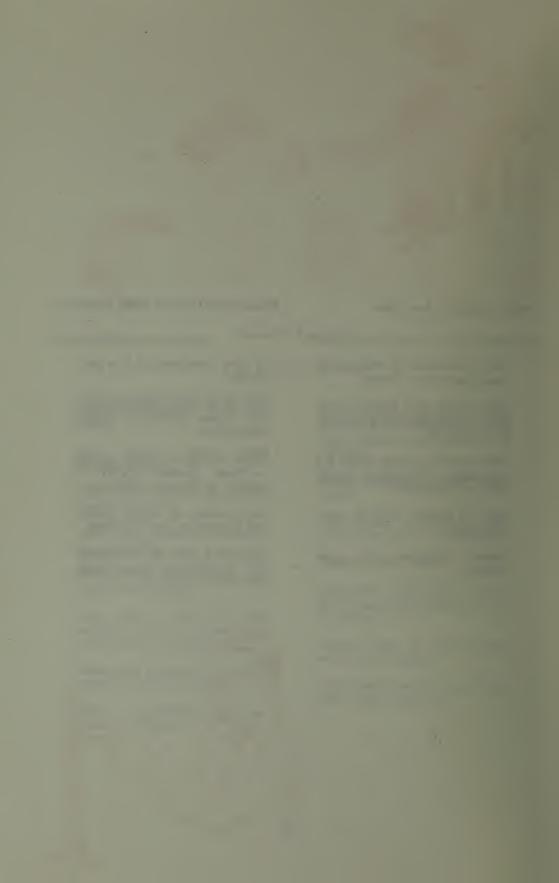
Act as if "they knew it all", but often uncertain within themselves.

Wide variety of books needed—choice should depend on pupils' developing interests.

Recognition of widely different capacities and liabilities.

Increased need to be successful, particularly when working with others.





### CHAPTER II:

### HOW TO MAKE USE OF EXPERIENCE

### A — THE IMPORTANCE OF EXPERIENCE

The value of providing an experience background for pupils has been mentioned previously. Individual experiences are often just as rich in language possibilities, but unfortunately, have to be developed individually, and thus are wasteful of class time.

There are many possibilities for common experiences in school. Classroom experiences may be classified under two categories, real and vicarious. Real experiences are those in which the child takes part and may include an excursion, the caring for a pet in the classroom, a science experiment and the like. Vicarious or "second-hand" experiences are those which the child gains from books, films or watching a television program. Both kinds of experience are useful, although most children seem to gain more vivid impressions from real experiences. It is often essential that the school provide a common experience in order to have satisfactory oral discussion in which all the class may take part.

The oral activity which follows experience-intake has many purposes. Of great importance is the way in which oral discussion may clarify and intensify the sense impressions the child has received. For example, a Grade IV class has just watched a film about the Congo region. Through discussion the teacher involves the senses of the children in the experience. She may inject such questions as the following into the discussion:

What sound did you hear?

Did you notice the difference between the roar of the lion and the cry of the leopard?

How did the ground feel under your feet?

What other sounds might you hear in the jungle?

Would it be easy to get a cold drink there?

Do you think it was hot where the picture was taken?

Did you smell anything by the water-hole?

What color was the river in the spring?

It may be of advantage to show the film after the pupils have become aware of the number of impressions that may actually be gained or imagined from it. Thus the experience becomes more valuable as a source of expression when all the senses are involved.

Most experiences are more valuable to children if they can be taught to use all their senses. Try bringing a pine bough into the room and have the class use all their senses to describe it. You will discover that at least a part of their difficulty is a lack of vocabulary, but vocabulary may be developed through class discussion. Focus attention on the use of all senses by suggesting a trip along the seashore, through a forest or city using only one sense.

### B-HOW TO BENEFIT FROM EXPERIENCE

# 1. Teaching Pupils to Listen

Since children spend much of their time listening, it is only reasonable to give some attention to the development and improvement of listening as a skill. Although reading and listening both aim to get thought from words, the two skills are very different. In reading the child sets his own pace; he can reread if necessary; he can reflect upon what he has read; he can make a few notes; he can organize these under suitable headings; he can even indulge in a little daydreaming. Yet, when he returns, the printed page is there exactly as it was. Not so with listening. The child's mind must keep pace with the speaker. Unlike the printed word, the spoken word is beyond recall when his mind returns to the topic. Good listening habits are basic to good oral and written expression.

# (a) Preparation

— Arrange desks for group listening.

— Place any child with defective hearing in the most favorable position so that he can see as well as hear the speaker. Just off-centre front on the window side of the room is good for the hard-of-hearing.

— Make sure that the teacher can be seen easily by all.

— Create an atmosphere conducive to attentive listening by being

relaxed and unhurried.

— Convey enjoyment and the mood of the story in your voice (a teacher should have a clear and well-modulated voice and an expressive face).

Secure the attention of all before making an assignment.
Build up a background for major listening activities, such as

radio programs, stories, or talks by visiting speakers.

— Encourage the children to listen for what is said rather than for errors in usage.

# (b) Exercises for Listening

- Listen to announcements and be able to answer: What? Why?

Where? Who? What page? Which questions?

— Listen to a set of instructions for making something or for playing a game, to an action story or to a description. Recall the instructions, actions or descriptive elements in correct order.

— Listen to a paragraph read by the teacher to:

determine the central thought and the supporting ideas, delete irrelevant ideas,

find, from the context, the meaning of an unknown word

previously announced by the teacher.

— Listen to oral reports given by classmates in order to:

make an outline or summary,

make notes,

get information.

— Listen to a sentence in order to re-arrange the elements to get a different effect.

"The twigs snapped and cracked and suddenly a huge

bear appeared from the underbrush."

"Snap! Crack! went the twigs. All at once from the underbrush appeared a huge bear."

# — Listen to a poem:

to discover the rhythm.

to discover poetic effects, e.g. the shining words in "Shining Things" (Young Explorers, page 56).

- —Listen to a story to pick out exciting parts for illustrating.
- Listen to an arithmetic problem read by the teacher. Give back the substance of the problem.
- Listen to a radio or television program in order to:
  take part in a discussion,
  make notes,
  make an illustration

make an illustration, write a report.

Listen, during a phonics lesson, for words:
 which begin alike,
 which rhyme,
 which have a central vowel change,
 which do not belong in a series.
 e.g. milk, town, my, may.

- Listen to music to determine what the composer had in mind, e.g. "Amaryllis" suggests tip-toe rhythm.
- Listen by an open window. See how many sounds can be identified.
- Record an oral report. After it has been discussed play the tape back to check conclusions. Children may thus use the tape recorder to evaluate their own listening.
- Record a number of different sounds on the tape recorder. Play the tape to the class to see how many they can identify.

# 2. Teaching Pupils to Observe

Keen observation is essential if children are to gain full benefits from experience. Description, clear explanation, and reports on such things as natural phenomena depend, for their effectiveness, on the ability of observe keenly and discriminately. Therefore, it becomes necessary to train the pupils' powers of observation.

# (a) Description

Description is usually easier than explanation as order is not important. In describing a lost coat it is not essential that you begin with the color or a description of the material. It is essential that the child finishes one aspect before beginning another.

# Descriptions fall mainly into three classes:

- Those which create a mental picture for the reader or listener, e.g. A lost kitten must be described so well that it can readily be recognized by the finder.
- Those that emphasize similarities as in a comparison, e.g. "The lost kitten is black and white like Billy's dog and about half as big."
- Those which emphasize differences as in a contrast, e.g. "My kitten has long fur, but Mary's kitten has short fur."

Children have many needs for describing things and to do this well they must observe carefully. Some things children may wish to describe are:

— Pets, toys, clothing.

- Flowers, birds, trees, new farm babies.
- Books, movies, pieces of music. — His house to an intended visitor.

A new combine or tractor.
The man who came to see Daddy.

# (b) Explanation

Explanation is more difficult than description. It requires observation of what was done and in what order or manner it was done.

Children have many occasions for giving explanations. A child may wish to explain such things as:

> — An experiment he has observed. — How the farmer dehorned a calf.

- How a set of lights regulates traffic.— The differences and similarities in handling ice and roller skates.
- How to play a new game.

# (c) Reporting

Careful observation plays an important part in reporting on topics based on nature. A few examples are:

— Weather.

— Seasonal changes in animals or birds.

-Plant growth.

— Life history of frogs and insects.

# Ideas to Sharpen the Power of Observation

- Show a picture of a child or have a child stand in front of the class for a short time. Remove the picture or send the child from the room. Leave the door open so that the child can enjoy the answers given by his classmates. Ask the children to describe the child or answer questions such as:

What color were his eyes? Which hand held the book?

- Avoid calling attention to details which might prove embarrassing.

— Never choose a child who has a defect or is unkempt.

- Show a picture, for a short time, of two or three buildings, boys, dogs, etc. Have the children compare them.

- Show a picture of scenery. After the picture is removed have the children note relative locations, kinds of trees, and other
- —Show a picture with action in it. By observing carefully, have the children tell what might have happened before and after.
- Send a child from the room. Change the position of an article. The child returns and tries to identify the article. Use this device as a short break between long periods of written work.
- Encourage the children to observe the weather regularly.
- Discuss something or someone seen on television to find out how much the children can remember about it.

# 3. Teaching Pupils to Think

Introduction

The improvement of thinking is one of the most frequently stated purposes of the school. Children have learned to think long before they come to school. Some become quite skilful in effective thinking, others depend upon parents, teachers or other persons, to think for them. Thinking is not a skill that is developed in connection with any one subject and disregarded in others. Each subject area must contribute to the development of effective thinking. When children are continually challenged with questions that require new information and the necessity of arriving at new conclusions to be tested by experience, they are in a situation that stimulates thought.

Thinking is more intimately involved with the language arts than with any other subject area. While psychologists now believe that some thinking may take place without language, much of our thinking is done

through the medium of language.

Many types of thinking are involved in language but we shall here restrict ourselves to a discussion of three of those types: problem solving, critical thinking, and imaginative thinking.

# Thinking and Language

(a) Problem Solving

Problem solving is generally recognized to follow a number of steps: (See Bulletin I)

recognizing the problemdefining the problem

organizing relevant dataformulating hypotheses

--- verifying conclusions

Insight, of course, may vary and compress the process.

Problem solving is important in language chiefly because much of our teaching of language will follow the problem solving approach. For example, we may very profitably lead pupils to solve such a problem as "What is a good sentence?" or "What is an adjective?" Such an approach is time consuming but there seems little doubt as to its effectiveness.

# (b) Critical Thinking

Critical thinking may be considered to be the result of a questioning attitude toward ideas. This attitude of suspended judgment requires the comparison of the idea or product against a standard. Critical thinking takes place in problem solving when data are accepted as being relevant or rejected, and when hypotheses are discarded or verified. Thus critical thinking demands a knowledge of a particular field. Suppose, for example, a child writes a story. A few days later he may well ask himself the question, "Is it good?" He must now find out what constitutes good story writing so that he can evaluate his story. That is, he must set up a standard, a basis for comparison.

# (c) Imaginative Thinking

Imaginative or creative thinking is very similar to problem solving, except that its main purpose is the production of new ideas and is much more personal. In language, imaginative thinking is used mostly in personal writing but, even in problem solving, the search for hypotheses is creative.

A popular misconception pictures imaginative thinking as being easy for creative people. Certainly, some people are much more able to think creatively than others, but it is significant that creativity is accompanied by an intimate knowledge of the subject. While children must be free to express themselves without fear of errors or criticism they have not much knowledge of what constitutes effective expression.

# Training in Thinking

(a) Group Thinking (Thinking with a Group)

Children must be taught to think as individuals and also as members of a group. Wide participation in group discussions must be encouraged, with all members contributing to the solution of the problem. Pupils should be taught to evaluate their own contributions in group thinking, and to apply their abilities in solving problems to the task of improving the group's efficiency.

(b) Problems of Emotion

Emotions, bias and prejudice may interfere with clear thinking. By the end of elementary school children should be aware of how prejudice, for example, interfere with problem solving.

(c) Faulty Language Comprehension

This may lead to an incorrect concept of the problem being studied.

(d) Questioning and Thinking

The questioning attitude is at the basis of thinking.

# The Art of Making Sense

There is a danger that language teaching may become a dull and very mechanical procedure involving only the teaching of grammatical rules, word usage, and the practice of language activities such as telephoning, writing a business letter, etc. True, these may involve the use of language but they do not develop the art of using language effectively unless emphasis is placed upon the art of making sense.

The three requirements for making sense are:

-word order

— word form— reference to human experience in the world as we know it.

Word order is most important. For example, the sentence "The robin sitting on the building with a bright red breast fell down," does not communicate the meaning intended. Word form is least important. "Me and him was there," contains three errors in word form but does express the writer's idea. The form, order and pattern of a sentence may be impeccable but if it does not make sense it is not effective. For example, a sentence such as "The firmly embedded stone gathered speed as it rolled up the steep cliff until it came to a slow stop at the foot of the mountain," has good form, order and pattern but it doesn't make sense. This is the most difficult of the three requirements to teach because it involves effective critical thinking.

References

Russel, David H.—Children's Thinking. Ginn and Co., Toronto, 1956.

# Discipline and Language

When we seek to communicate through language we must say exactly what we mean. In striving to be precise and ordered in expression, our thinking must become logical. The discipline of exact writing and speaking clarifies thought when pupils are encouraged to say what they mean.

### C-HOW LANGUAGE EXPRESSION DEVELOPS

Effective language expression can be developed through a series of carefully planned activities designed to prepare and motivate the child to write. Each of these stages is important and the omission of one may mean failure.

# 1. Experience-Intake

Effective language activity begins with a common experience, real or vicarious, which provides raw material for the oral and written expression to follow. A whole class rarely has such experiences in common, which partly explains why many traditional and general topics, such as "My Summer Holidays", meet with failure. To ensure adequate experience-intake, common experiences are best provided in the classroom as natural outgrowths of such subjects as enterprise and science. (see page 30)

# 2. Oral Expression

Experience-intake, though essential, does not always result in expression. Children may have common experience, but may not desire to communicate with others about them nor may they be equipped to do so. Understanding vital to critical thinking and vocabulary may both be inadequate.

Class discussion deepens the child's understanding of an event and heightens his interest in it, thus motivating him to write. Purposeful oral expression paves the way for writing and is an important practice in itself. In the course of the discussion vocabulary is introduced and meanings broadened and deepened. Thus the child is prepared to write.

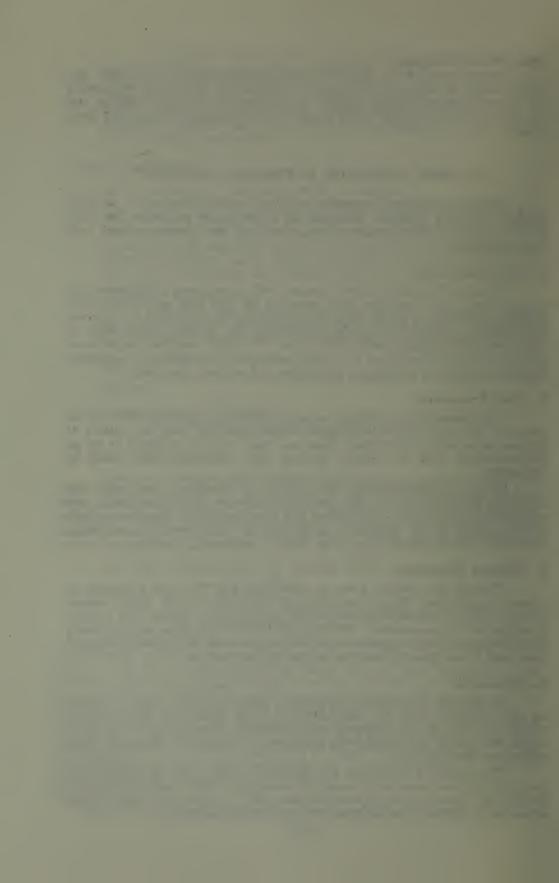
# 3. Written Expression

Though the children have an experience and the class discussion in common, individual effort is encouraged when they write. Each sincere attempt must be respected since a child should enjoy writing and writing is enjoyable if it is successful. Writing opportunities should occur frequently for written expression improves only when the child is properly prepared each time he writes and when he is able to write often.

### 4. Evaluation

Evaluation pre-supposes objectives. Before a child begins to write he has a general goal, to communicate certain ideas, and in addition a realization that errors interfere with effective communication. A child should be helped to examine his speaking or writing in terms of these objectives. (see page 9)

The teacher's objectives are similar in many respects to those of the child but are based on a broader knowledge of the needs and abilities of children. Teacher and pupil evaluation point to areas that need special attention in language period before expression begins again.



# Language in the Classroom

### CHAPTER III:

### LANGUAGE AS A VEHICLE OF EXPRESSION

# Language At Work

Language is part of every subject. It cannot be separated from the content of any field. A teacher, in fact, teaches language throughout the day, only changing the subject matter to which language skills are applied.

Arithmetic becomes meaningful when children are able to see relationships expressed through the exact use of words. Teachers of arithmetic know that verbalizing about number ideas develops insight because it clarifies thinking. Thus teaching arithmetic is a problem in language to the extent that the test of complete understanding of an arithmetical concept is the ability to generalize about it.

Language skills are most easily taught when they are needed. The enthusiasm of the enterprise class for a talk by a resource person can be directed to writing a thank-you letter. The ability to write a business letter is often required in enterprise in writing for resource materials or information. Report making and all the attendant language skills such as summarizing and paraphrasing are needed in the enterprise period and should be used there. Oral language plays a prominent part in enterprise class discussions and in the proceedings during small-group activities.

In the reading period the stories and poems are a source of common experience. A story or a poem may be discussed and then written about. In addition, because of the nature of this common experience, the discussion about a story is particularly rich in the development of vocabulary.

The critical thinking which plays so important a role in science is expressed through language which must be precise and economical. Exact thinking is revealed by clear expression. Science provides many opportunities for critical thinking and exact expression.

There are many other examples of how language is part of every subject. A wise teacher takes full advantage of this interrelatedness of subject matter to give meaning and purpose to language activities. Language period becomes a time for developing special skills required for effective oral and written expression in other activities.

### Use of Texts

From a language point of view every class in Alberta is different in two ways:

- 1. Activities vary from class to class as the interests, needs and abilities of the children vary. Language is an integral part of every school subject and activity. It grows out of the need to communicate in science, enterprise, and all subjects. Thus, the language program in each class is unique.
- 2. Each class and, indeed, each child has individual language needs which will only be met by a program designed for that class or that child. It is unlikely that any two classes would have exactly the same language problem.

Obviously then, the text cannot be the course if we are to be successful in teaching language. Following a text page by page never meets the language needs of any class. The text can only be an important aid in teaching language. It can serve as:

- (a) A source of exercises and ideas for those students who are having specific difficulties with their written work.
- (b) A source of suggestions for teachers in regard to methods and approaches in the teaching of language.
  - (c) The text may serve as a guide for the many specific language skills that students at that level should be developing.

Language texts should be examined and evaluated in the light of these uses. One series may have the most logical pattern for the introduction of new ideas and material, another may have superior exercises and drills for certain language weaknesses and so on. Thus the texts should be used to the extent that they meet the needs of your particular class, but are not to be considered something to be worked through page by page and slavishly followed. For example, it may be obvious after the first few weeks of the year that a class needs most help in punctuating sentences. In such a case this section should be taught first. In addition not every pupil will need all the exercises given. Many pupils may profit most by a few exercises and a return to writing as soon as possible; some pupils may not need any exercises. There will be other sections of the text that some classes will not need to cover at all. In short, the text must always be used with the particular needs of each class in mind.

### A — ORAL EXPRESSION

The development of oral expression begins four or five years before a child begins to express himself in writing. Most children start Grade One possessing a considerable amount of skill and few inhibitions in oral expression. In contrast, these children have no ability to express themselves in writing since they lack the prerequisite skills, printing and spelling, needed for written expression.

Perhaps the fact that the development of writing seems a larger and more urgent need explains why oral expression is so often neglected in schools. It is important to remember, however, that we talk much more than we write. Oral expression must, of course, be used a great deal in the classroom but often insufficient time is spent in developing oral language skills, and in using oral language to pave the way for written expression. Oral language has a dual importance: it is important in itself as the most common means of expression, and it is important as a prerequisite of efficient writing.

Practice in talking and discussion does not of necessity result in improved oral expression. Pupils must be taught how to chair a meeting, discuss a problem, use the telephone, and use oral language efficiently in a variety of social situations. The teacher will find guidance in how to teach the practical applications of oral language in the language text.

Writing is much more difficult than talking for most children. Sometimes writing is inhibited by a fear of making mistakes. Often, in the classroom, children aren't given sufficient opportunity to talk about the subject. When a class discusses the projected story, letter, or report, the following will usually occur:

- talking helps to relieve whatever tensions the pupils may have about the subject and about writing;
- there is a sharing of experiences and the meaning of the experience is made clear and deepened;
- during the oral discussion vocabulary which will be used in writing is introduced; and
- the pupils are motivated to want to express themselves in writing.

While the discussion will be influenced by the response of the children, it should not be unplanned. The teacher must plan carefully since she wants to be sure that the above objectives are realized.

### **B**—WRITTEN EXPRESSION

# 1. Practical Writing

# (a) Procedure

Practical writing includes that body of material which the student writes for the purpose of communicating information. It will include such items as reports, paragraphs, charts, and longer essays dealing with many topics from the various subject fields.

Within the whole area of written expression, practical writing is the school's most important responsibility. While aesthetic values are important, the time spent on personal writing can partly be justified by the increased facility it adds to practical writing.

Setting or Motivation

Children do good writing when they write for a purpose. Motivation for writing is provided by the need for expression in such subjects as enterprise, health and science.

Experience

Before a class is asked to write on a topic the teacher should make certain that each pupil has the experience involved in gaining a wide fund of knowledge on the topic. This implies carefully directed preparation; reading, films, excursions, resource persons and any other sources of information available to the class. If necessary direct teaching may be used to build up the knowledge.

Discussion

This with the class serves three important purposes:

Planning: After information has been collected, the pupils may require some assistance in organizing the writing to be done about the topic. For example, class discussion may determine what should be said in a letter written to ask a factory manager for permission to visit the factory as an enterprise excursion. Many ideas should come from the class through discussion: essential content which has been omitted should be suggested by the teacher.

Building Vocabulary: The teacher must emphasize the need for using words which best convey the meaning desired. Pupils will have encountered new words in their reading and study. Oral expression will allow the children to gain facility in the use of these new words, and will enlarge their meaning. Discussion will make new words familiar tools ready to be used in writing. If discussion does not make all new words meaningful, then the use of dictionaries and other source books should be encouraged as a supplement. Vague words should be discarded and exact words substituted.

Setting Standards: Before the students are asked to do any actual writing the class under the direction of the teacher should establish a standard for their writing. This should be done in class discussion in which the teacher obtains from the students the desired standards and writes them on the blackboard where they are available to the students as they work on their assignments. The

list may be copied on a chart to be permanently available for writing and pupil evaluation. The list of standards will grow as writing improves. The number of standards stressed at any one time should be limited. Too many standards at one time may discourage the student. Four types of standards may be discussed and listed:

— standards relating to the mechanics of writing, e.g. punctuation, indentation, neatness and legibility of writing, etc.

— standards relating to content

standards relating to vocabulary, e.g. the use of exact, colorful words
standards relating to sentence structure.

Writing

The actual writing should be done under supervision, that is, the teacher should be present and available to assist individual pupils with their problems.

Pupil Evaluation

The list of standards mentioned above may now be used for pupil evaluation, providing the child with a set of criteria by which to evaluate his or another child's work. More information on the techniques of editing or evaluating will be found in another section. (see page 43)

# (b) Reports

By the time the average pupil has completed Grade VI he should be competent and independent in the basic skills of report making. That is, with little help he should be capable of:

a. finding,

b. organizing,c. writing, and

d. orally presenting

material on a topic in an interesting and informative manner, individually and as a member of a democratic group. Reporting should develop as a natural outgrowth of the need to communicate information within the rich, highly-motivated subject matter of enterprise.

The Beginning of Reporting

Reporting begins in the early days of Grade One as informal, individual contributions to classroom experience. As an example of how mothers occupy their time a little girl may tell spontaneously about how her mother bakes a cake. Her report will be very short but it will be purposeful.

Reports are often centred around illustrative material in these early stages. A group has a common experience such as reading a story or seeing a film, and perhaps draws a picture about it. Each child gives his report when he tells the class or the teacher

about his picture.

Resource materials are rarely used independently but often by groups guided by the teacher. A class may talk about a picture brought by one of its members or discuss something seen in T.V. Superior students, however, may begin by the end of Grade One to do very limited research involving pictures and resource persons.



# The Use of Resource Materials

At the beginning of reporting all necessary information is provided through common experiences. As the child gains skill in reporting the amount of common experience is decreased until in Grade Six he is provided with only enough experience-intake to motivate his research and writing and to give background for planning. Most of the information has to be found independently. Careful planning must be stressed when a child begins to find information for himself. A background of information is provided through films, discussion, formal lessons, to mention a few, which should be supplemented by the child's own reading. This background of information makes possible good and realistic planning by the child. The planning should be detailed and specific when children lack skill in research. If children know exactly what they want to find in a book there will be little temptation to include extraneous matter or to copy from the book. Questions perhaps focus a child's attention more directly upon what is wanted than do sub-topics. Children can do much of the planning themselves but the teacher must ensure adequate planning before research begins. The outline that follows is an actual plan of a report written by an Enterprise group in Grade Four:

# The House of the Congo

Where are the houses built?
What are the walls made of?
What is the roof made of?
What are the floors made of?
How big are the doors?
How big are the windows?
What tools are used to make the house?
How big are the houses?
Do the houses have furniture in them?
Do the houses have stoves in them?
How are the animals and insects kept out?

The answer to these questions were found by members of the group and were made into a report.

# Teaching Reporting Skills

McKee in his pamphlet Reports lists the following skills:

Choosing a subject for a report.
Keeping to the subject.
Telling enough in a report.
Telling things in the right order.
Gathering information on a subject.
Making notes.
Organizing notes into paragraphs.
Outlining a report.
Using the dictionary to improve reports.
Using illustrative materials.
Reporting accurately.
Checking the accuracy of printed statements.

These are all skills which must be mastered by pupils.

Some of these skills can be discovered by the children as reporting progresses; others can be taught indirectly by praising good work or through incidental mention; and still others will become the subjects of formal lessons. All of them should be associated as closely as possible with an actual report-making situation. A skill should never be taught in isolation as an end in itself.

The logical time to teach children how to choose a subject for a report occurs when an enterprise group, for example, is having difficulty choosing a good subject. A discussion within the group, with the teacher as an unofficial member, should clear up the difficulty. If the teacher believes the difficulty affects most of the class, the discussion will include the whole class. Children often discover how to improve the choice of subject in discussing a report already given: "good" subjects are praised and poor ones are examined by everyone to see why they are poor and how they could be improved.

Class evaluation of a report will usually reveal such weaknesses as a failure to tell enough in a report and telling things in the wrong order. Some of the skills involved in gathering information should be taught by the teacher at the approximate time. The *index*, for example, will have real meaning for children if its use is taught when they are eager to find information but lack the skill. A complete understanding of all the information available in the index can be discovered after its general organization and basic uses have been taught.

# Making Notes:

Purposeful note making occurs when a child records something he wants to remember, often when doing research involving any kind of resource: books, films, an excursion, or a resource person. Making notes is a difficult skill to master and requires much direction and practice before competence results.

Most elementary school children are inclined to include too much in their notes; when doing research in books, for example, pupils often copy passages directly from books. The first step in encouraging brevity and understanding is an insistence on detailed planning. The pupil who is looking for the answer to a specific question is less apt to include extraneous, meaningless details.

In the case of non-reading resources, such as the resource person, excursion and film, note taking should follow the event. During an excursion for example, pupils will watch for the answers to the questions they posed during the planning period, and decide on answers to their questions after they have returned to the classroom. Few children in elementary school are able to use all senses in learning in such a situation, and to take notes too. Similarly few children are able to listen to a teacher talking and make an outline of what is said at the same time. When the lesson is over, pupils may profitably recall what was said and perhaps record some of it in their notebooks. Little is gained by having pupils copy a note from the blackboard, however. A good follow-up activity gives the pupil the opportunity to recreate certain sections of the lesson in terms of his own understanding of it.

Many other skills are required in reporting. Summarizing, for example, is useful when an oral report is to be given. Children should be encouraged to use the dictionary to value precise, meaningful words in reports. Pupils should continually check their own and the statements of others for accuracy.

These and other skills have not been dealt with in details so perhaps three principles may be listed which govern the teaching

of all reporting skills.

1. Teach skills when they are needed and in as close association with reporting as possible.

- 2. Allow children to discover skills, in class discussion and through pupil evaluation, when discovery is not too wasteful of time and effort. Discovery is usually practical when children have a good background of knowledge leading up to the new skill.
- 3. Practice and maintain skills through required research and writing.

Oral and Written Reports.

The planning and research that precedes reporting is usually followed by written expression. Sometimes report making ends with the written report and the accompanying illustrative material, such as pictures, models and charts, are put on display.

Usually the written report is summarized and presented orally. The summary should be brief and while pupils are encouraged to practice giving their reports, they should not be memorized. Usually pupils are allowed to refer to a brief summary while giving the report.

#### References and Research Skills

Planning for Research

From the beginnings of research children should be taught to look for specific facts. There is, of course, a need for general inquiry around a topic. Children need a background of information before they can plan intelligently; but, after planning has been done, the pupils' search should be focussed on relevant data.

Teachers would do well to prolong the planning sessions until specific, possible plans have been made—with help, if need be. Such time is not wasted since a good plan will allow successful research. The planning session, of course, has intrinsic value, provoking discussion and providing the teacher with an opportunity to give stimulus and direction to effective oral language in a highly motivated situation.

#### Research with Books

Much could be written about the particular reading skills necessary for efficient reading in the content fields. Critical reading, skimming, reading for reference, all have important applications in doing research. Authorities agree that reading instruction must be carried on while pupils are doing research if the reading skills are to be capably used. The special vocabularies of the content fields should receive attention before research is attempted. The retarded reader, in particular, should be helped to find materials at his level so that his research may be successful. However, the tremendous problem of reading skills and research is too large for this bulletin and will receive more adequate treatment elsewhere.

Reference books usually have a number of aids to finding information, and pupils need instruction in their uses.

The table of contents is introduced when children first learn to read. Later, pupils make their own tables of contents for enterprise booklets. Most instruction in the use of the table of contents is incidental, but when more detailed tables are met, many children need help in making full use of them.

Skill in the use of the index accompanies growth of dictionary skills (see page 59). Perhaps more instruction is needed here than in the use of the table of contents, but it should spring from need in a real situation: the pupil who wants to find information usually masters the use of the index very quickly.

# Research With Non-Reading Materials

Research with non-reading materials should follow the same pattern as research with books:

- motivation and background information provided for

— careful plans made

- efficient search for specific information

— a use made of the information that seems important to the pupil

- instruction should arise from pupils' needs in interesting

situations

For example, let's suppose that a Grade Six class has invited a resource person to tell them about ranching in Texas. The class is excited about their visitor. In their enterprise on the Southern United States they chose ranching as one of their major problem areas. The pupils, however, were unable to find much information about the daily life of ranchers, which they suspect is quite different from the impression they have received from T.V. and stories.

The visit is planned carefully by the whole class: John invites the visitor by telephone; the class reviews rules of behavior and they decide exactly what they hope to find out. Mary, though, is worried. She is responsible for introducing the visitor, and she isn't sure how she should proceed. A special class discussion helps Mary with her problem, and she also does some research in various language tests on her own.

The visit was a success: the rancher was interesting and informative; and, when the class evaluated their behavior and the way they asked questions, it was found that they had behaved well and spoken clearly and concisely when asking questions. A pupil was asked to write a thank-you letter to the rancher. The class reviewed the answers to their questions and considered how they might make use of them. Many children wrote stories and a few wrote poems about ranching in Texas.

# Preparing Reports in Groups

Certain of the activities involved in report-making may be carried on effectively by a small group. These activities include the planning and evaluation which takes place at intervals through the report-making period. One possible schedule for preparing a report in a group follows.

Finding the information:

— After a background of knowledge has been established by discussion, formal lessons, pupil reading, etc., the group chooses a topic for the report.

- The group working together decides on a list of questions the

report should answer.

— Each member assumes responsibility for a number of questions.

— The pupils work individually to find the answers to the

questions.

— The group re-assembles to evaluate the answers to the questions. Poorly answered questions are assigned again, that is, the last three steps are repeated until a report satisfactory to the group is the result.

# Writing the Reports

The group discusses the organization of the report, grouping answers together into possible paragraph topics.

The answers are divided among the members of the group

for writing into paragraphs.

The pupils work individually to write the report.

The paragraphs are edited and evaluated by the group. Unsatisfactory paragraphs are divided again, that is, the last three steps are repeated until a report satisfactory to the group is the result.

The group decides on a title for the report.

#### Illustrative Material

Illustrative material is prepared following similar procedure to that followed when finding the information and writing the report: planning, working, and evaluation.

## Oral Reports

When an oral report is presented it should be given co-operatively by the group. Each child may present one part of the report in the same way that each found part of the information and wrote part of the report. The group should edit and help improve each child's part before the report is presented to the class.

# Follow-up Activities For Reports

Reports should always be discussed and evaluated by the class in respect to content and presentation. Much valuable knowledge and insight into reporting is gained in this way. A good teacher will take care that the evaluation proceeds along objective and constructive lines (see page 43 for a suggestion as to techniques). Usually it is desirable that each child have a record of the information in a report. Such a record should be individual since individual records motivate careful listening when reports are being given and have more meaning to pupils. Here are a number of suggestions:

- 1. After the report is given the pupil or group giving the report may copy the summary used in presenting the report on the blackboard. Each child will then write the report in his notebook.
- 2. Before the report is given the class may decide on a list of questions the report should answer. These questions are listed on the blackboard and make listening purposeful. After hearing the report the class will discuss the answers to the questions. Unanswered questions will either be erased or answered by teacher or pupils if important. Then each pupil will answer the questions in his notebook. Superior members of the class may be asked to organize the answers into paragraphs. This extra challenge provides valuable enrichment.

## (c) Charts

The charts referred to here are the result of group experiences. Their utility may end with the experience; for example, summarizing a group discussion as it progresses helps promote logical thinking and makes discussion seem important and purposeful. Most charts are made primarily for their future usefulness.

Through charts, developed out of group experiences, the beginning Grade One pupil takes the first steps in matching words and phrases, moving his eyes from left to right, recognizing certain words as he sees them in new situations. These skills he employs in his first reading from books.

Charts may also represent a composite of individual experiences, but even these charts are initiated by group discussion. An enterprise vocabulary chart, for example, may be added to by individuals or by small groups after its purpose is made clear in class discussion.

Charts are used most frequently in the primary grades, but are useful devices at all levels of elementary school. They may be printed or written on the blackboard and/or on large sheets of paper. Pictures may be the medium of expression in early chartmaking and later pictures may illustrate a chart's brief statements.

# Values in Making Charts

The task of composing a chart, as a co-operative undertaking, has value in itself. The discussion which accompanies the addition of each item is experience in purposeful oral expression. Courtesy must be practiced as an interchange of opinion takes place. Class members taking part in the discussion must exercise great ingenuity in summarizing. Most important of all, the demands of chart-making force pupils to think logically and to express themselves clearly and concisely.

Thus the demands of chart composition mean that chart making is often an end in itself. For example, an enterprise class may go on an excursion and a record of what the pupils learned may be made on an experience chart as a follow-up activity. Making the chart will, first of all, recall to each pupil what he learned; secondly, attention will be focussed on the important details of the excursion, i.e., each detail will be put in perspective; and finally the chart preserves the experience for future reference.

Chart making facilitates the development of discussion by recording its progress. A science class, for example, may discuss the plants and fish in an aquarium in an attempt to discover how they are interdependent. Many seemingly small bits of information must be contributed before the evidence points to interdependence. Fact is built on fact according to the principles of scientific thinking so that a record of the thinking as it progresses outlines the pattern of thought and suggests further evidence.

There are thus many values inherent in the class composition of a chart. For these values to result, careful teacher planning is a prerequisite to chart making. A teacher's pre-plan of a chart enables the teacher to evaluate quickly each contribution made by the class and so provide sensitive direction to the discussion. Just as making a chart assists pupils to think logically, the exist-

ence of a teacher's pre-plan of the chart means better teaching because of the careful planning and thorough thinking that the pre-plan necessitates.

## Particular Use of Charts

Mention has been made of the reading charts in Grade One which record a class experience and provide practice in reading. All charts give reading practice particularly for pupils requiring remedial work and for non-English pupils needing special reading instruction. Charts are indicated in the reading program whenever brief material, not readily available to the children, is to be used by a number of pupils at the same time. Charts provide an abundance of vital reading experience at little or no cost.

The following is an example of a science experiment chart which records a Grade One experience and also provides valuable reading material.

#### Snow

"We make a little snow man. We put him in our room. The snow man melted. Now he is a puddle of water."

In a similar manner enterprise resources may be expanded through the use of charts. Recently a Grade Four class, wishing to start an enterprise on Mexico, was faced with a shortage of resource material. During the initiation of the enterprise each pupil was encouraged to note all facts, concepts and generalizations that he encountered. Later these were discussed and made into charts. The charts effectively supplemented the books, films and pictures at the disposal of the class.

Vocabulary may be made available in chart form. A Grade Six class was interested in fish after reading "Sockeye" in "All Sails Set". The pupils were stimulated to do much reading and investigation. The teacher capitalized on their interest by suggesting that a number of reports could be written about salmon and a model could be made of the various types of salmon, of a fish ladder and a salmon trap. The vocabulary was difficult so the teacher suggested that each pupil might note all difficult words about salmon. These words were discussed and listed on a chart to be available for reference. Many new words were added to the pupils' vocabulary and the children were encouraged to use the new words since they were readily available.

#### Salmon

spawn	gill net	gill flap
fry	salmon trap	pot
parr	jigger	spiller
smolt	hook	gill arch
grilse	heart	oxygen
	carbon dioxide	

Good procedure is often the key to the successful completion of pupil activities. A class discussion, summarized on a chart to plan the activity will often ensure its success. The proof reading charts for the business letter (page 80) are examples of charts which outline good procedure. Another example will illustrate the many ways in which charts that suggest good procedure may be used. Small groups in a Grade Three class have trouble getting to work quickly and quietly during construction work in enterprise. The teacher decides that more planning will help and discusses with the class how to get work done quickly and quietly. The following chart is the result of the discussion.

#### How We Get To Work

- 1. We wait until we are told to start work.
- We move quickly to our table.
   We move quietly to our table.
- 4. We wait for our chairman to start the planning. 5. We stay at our table unless we need something.
- 6. When we need something we ask one person to get it.

The items on the chart will be reviewed briefly at the beginning of each construction period until the groups get to work quickly and quietly. At the end of a construction period each group will evaluate its own attempt at getting to work by an analysis of its own behavior in terms of the six items on the chart. The chart is flexible, that is, items may be changed, added or taken away as the need arises.

A chart is the ideal way to record activities so that the information is immediately available to the class. A class weather chart, kept up to date by a small committee, is of continuing interest. The activities of any group become widespread concern when they can be followed on a chart.

Only a few of the many uses of charts have been mentioned. The summary that follows lists some of the other uses of charts according to subjects.

#### Arithmetic

- weights and measures
- money
- fractions
- generalizations Enterprise
- planning
- evaluation
- records
- -- spelling
- vocabulary

## Health

- --- rules
  - Language
- proofreading
- group story or poem
- spelling
- -- remedial reading
- non-English
  - Science
- planning
- records
- concepts

# 2. Personal Writing

Personal writing is done primarily for the sheer pleasure of doing it. Practical writing should also be enjoyable but its primary purpose is communication. Personal writing is often not scheduled but is done when a child has an urge to write. It has a real contribution to make to self-expression. It gives satisfaction to the author who working in his own way has produced work of which he can approve and which is acceptable to others. This awareness and appreciation of his own powers tends to produce an effective, poised personality, and the act of writing often provides an emotional release to disturbing factors. In addition, the confidence in expression gained in personal writing has an observable carry-over to practical writing.

The Beginning — Story telling which is basic to story writing should begin in the primary grades. It is motivated by the teacher telling simple, original stories in a relaxed and friendly atmosphere. The children will enjoy these stories to tell. This telling of stories furnished the preliminary steps that eventually lead into the most mature techniques of story writing. Abundant experience in oral expression is very important in the development of ability to write. Story telling should continue through the grades. While it is particularly valuable as an introduction to writing, story telling is a legitimate creative activity in itself.

Writing stories is a natural impulse and a contagious one if, in the classroom, a tone conducive to this kind of work is established. The teacher, by her own anticipation and enjoyment, may motivate the children by sharing with them stories and poems written by other children. cf. *They All Want to Write*.\* She will try to create an atmosphere of relaxation and friendliness with leisure to visualize the story and relish it to the full. Together they chuckle over a humorous episode and reread a bit of lively action. There will be comments at the end of the story but it is essential that only appreciative ones should be allowed.

This period of reading stories should be continued until the children show a desire to write stories of their own. For some pupils two or three weeks will suffice; for others preparation moves more slowly. The whole process of motivation is of great importance. Each fall motivation should be carried on again. The group has to be drawn into the spirit of adventure and fun necessary to easy, happy writing.

When the time seems ripe the teacher may suggest that some of the pupils may want to write stories of their own. She explains that since these stories are just for themselves then spelling, writing and punctuation will be forgotten. No stigma is attached to not writing but acclaim given to those who make the venture.

Some pupils will find it very difficult to start writing. Sometimes the teacher may help by suggesting comic strip or T.V. characters and talking about one of their adventures. In the early stages of writing many children find writing easier if known characters are used. Sometimes, too, a child, slow to start writing, may be pleasantly surprised to read a story which he told the teacher. A tape recorder is helpful here.

Sharing Stories—Perhaps the best way to share stories in the beginning is to have the author read them to the class. This way is necessary since spelling, writing, and punctuation were made subservient to ideas. The teacher sets the atmosphere for such a period. Everyone is attentive and appreciative of all efforts. The author is commended by teacher and pupils when his stories show merit.

At this early stage of story writing the urge to write can easily be stifled. Praise, if excessive, may have inhibiting effects. It may oppress the sensitive child with the fear that he cannot again equal what he has already done. It may fix attention on a single story which the child may come to regard as a model

<sup>\*</sup>Burrows—They All Want to Write. Prentice Hall, New York.

and repeat again and again. Self-consciousness due to praise may cause a loss in the freshness and vigor of his writing. Criticism of the backward child may strengthen his conviction that he cannot do anything worthwhile. A concern with mechanics, such as spelling and punctuation, will limit the expression and inhibit ideas. All these pitfalls should be avoided so that the enthusiasm for story telling may increase.

The Improvement of Personal Writing—When story writing first begins and when it begins again at the commencement of each year, writing should be uninterrupted. Great benefit will result and show itself in all writing if the pupils learn to express themselves freely without inhibition. Improvement will be noticed as a result of praise of good work and from the child's desire to write a better story to share with his friends.

The impetus for still further improvement must come from tne pupils. This can happen in a number of ways. When writing is proceeding apace a child may want to know how to use quotation marks. Here is a golden opportunity for the teacher to invite those interested in quotation marks to gather quietly around a blackboard and discuss quotation marks.

Often children will want to share their stories in ways other than reading them to their friends. A child may want to put his story in the school or class paper and since others will read his story, standards of punctuation, spelling, and writing must be given attention. The story should be proof read and rewritten. A word of caution—the suggestion that the story be shared in a new way, proof read, and rewritten, must come from the author.

A useful device in improving story writing techniques is to write a cooperative story. The teacher acts as secretary, the whole class or a group, as author. A skilful teacher may often lead children to discover important techniques. This method is valuable at all levels and particularly so in primary grades.

The last mentioned suggestions for improving personal writing must be introduced cautiously. Nothing must destroy the thrill and satisfaction of writing a story.

Poems, Plays and Descriptions.

The writing of poems, plays and descriptions will take place quite naturally if a relaxed, appreciative atmosphere is maintained in the classroom. Form should not be stressed since, in poetry particularly, expression may be stifled through a preoccupation with rhyme or the scanning of lines. Rhyme in verse probably does more to inhibit the fledgling poet than any other single factor. Children should hear and read much poetry as an aid in their own composition. Jingles and nursery rhymes should be used sparingly so that children lose the impression that poetry must scan and rhyme.

Other than the above precautions, the writing of poems, plays and descriptions follow the pattern established for stories.

#### C — LANGUAGE EVALUATION

Since the term evaluation has already been defined (see page 25), we shall proceed to a consideration of evaluation as it applies to oral and written language.

## Evaluation of Oral Language

Planned oral expression, such as oral reports, telephone conversations, and interviews, benefit from careful evaluation. For example, an enterprise group may decide to interview a resource person before the whole class. In preparation the group sets the objectives for the interview: the information they hope to get from the resource person; and the procedure they will follow consistent with good manners, and effective and correct expression. From the teacher's point of view the objectives will not be complete but, since they were developed in group discussion, the objectives will be a good measure of the pupils' knowledge at that time. Any serious omissions will be noted and will become the subject of a language lesson.

Many oral language activities take place in such a manner that a complete list of pupil objectives is neither possible nor desirable. Many class discussions, for example, have objectives known only to the teacher. The exchange of opinion in small groups, while being valuable practice in purposeful oral expression, is of a casual nature, making the formal listing of objectives too time consuming. Informal objectives, however, are in order, adding purpose and direction to all but the most casual oral language activity. At the beginning of a discussion period the teacher could well say, "How should we talk so that everyone can hear us?" At the end of the period she might say, "Did everyone talk so he could be heard?" Small groups should be encouraged to plan and evaluate briefly in every period. The teacher can help to encourage this procedure by asking a question at the end of a period after a small group has been discussing something. For example, "Did everyone stick to the point when they were talking today?"

Improvement in language ability may be gauged by the teacher not only in terms of performance but also by noting objectives pupils set for themselves. As language ability improves so objectives become more and more exacting.

# Evaluation of Written Language.

Writing must first of all be carefully planned, and written or implied objectives are a part of all planning. Planning may take the form of a class discussion, a group discussion, or individual effort.

After the writing is done the work should be edited or proof read according to class, group or individual standards (see page 30). Proof reading in the classroom involves a number of steps:

- Standards are set up by which writing may be judged. These standards may include such items as punctuation, capitalization, usage, content, ideas and so on. It is important that the standards be set by the pupils in discussion, since in this way those doing the proof reading, i.e., the pupils will fully understand the standards.
- The writing is proof read, usually by those who did the writing. Proof reading is done one item at a time. Look for errors in punctuation, spelling and usage.

With errors marked, re-writing takes place. The benefits of proof reading are many:

- teacher's marking time is greatly reduced
- no stigma is attached to mistakes when pupils take pride in finding their own.
- thoughtless errors are almost eliminated
- teacher evaluation is easier
- knowledge of what constitutes good writing is gained when children examine their work critically.

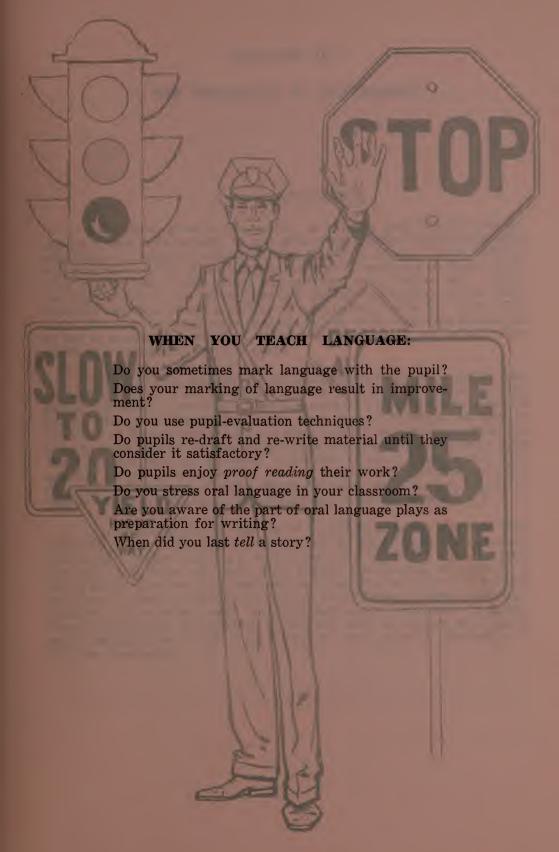
Teacher evaluation, that is, the examination of objectives to measure the degree to which they have been carried out, is much simplified by the self-evaluation or proof reading which precedes it. The teacher is sure that most errors made are the result of a lack of knowledge rather than carelessness. Thus errors, or ineffective expression, indicates a need for further teaching along very specific lines.

The teacher's objectives are usually set at the beginning of the year. With the testing in other subjects, a composition such as "Our Home" or "Fun After Four" is given to test the pupils' language ability. A careful analysis of these compositions will indicate the children's written language level and their needs. A language program may be planned accordingly. Further testing of the same sort plus an examination of daily writing will enable the teacher to measure progress and evaluate the whole program.

In this connection teachers will be interested in an outstanding investigation of language achievement in Alberta at the Grade Four and Grade Seven level. The composition scale of H. T. Coutts and H. S. Baker will be found to be extremely useful in evaluating written language.

Coutts, H.T. and Baker, H.S. "A Study of the Written Composition of a Representative Sample of Alberta Grade Four and Grade Seven Pupils"

Alberta Journal of Educational Research, June, 1955. (Vol. 1, No. 2)





#### CHAPTER IV:

#### THE MECHANICS OF EXPRESSION

#### A — PUNCTUATION

As children grow in their ability to express their thoughts clearly, concisely, and with variety, so will grow their ability to use punctuation effectively to facilitate communication. Early in Grade I some children will note the need for punctuation at the ends of sentences on their experience charts. Use of the period and question mark begins with copying the first sentence. As writing matures through elementary school many students will learn to use a variety of punctuation marks in a highly personal and efficient way: some students will do well to confine themselves to end of sentence punctuation. Thus, it is impossible to set definite standards of achievement for each grade.

Filling blanks and copying unpunctuated paragraphs need be used very sparingly, if at all, in the teaching of effective punctuation. At first pupils imitate the punctuation they see used on experience charts and in books. New uses of punctuation are often learned through reference to readers and library books. Also, the alert teacher may observe pupils who need to know how to use quotation marks, for example, and teach a brief lesson to that part of the class. More able Grade IV pupils will often ask how to use quotation marks, and appreciate help in finding a variety of samples from stories which illustrate their use. Teachers would do well to stress the function of punctuation—to clarify thought.

An understanding of the use of punctuation marks presents little difficulty to the child ready to use them in his writing. For example, the use of a series indicates a certain maturity in writing, and the pupil who uses the series will have little trouble punctuating it properly. It seems likely, however, that most errors in punctuating arise, not because of a lack of understanding, but through forgetfulness. Highly motivated children with a strong need to communicate are less likely to forget. Should punctuation be forgotten in the first draft of a letter or a report, proof reading should catch most omissions. (See page 43, *Evaluation of Written Language*).

#### **B** — CAPITALIZATION

A child should be ready to use capital letters as he needs them in his daily writing. In Grade I children see capitals used for the first letter of the sentence, for names, titles, and I. Later, they copy invitations and notes, using capital letters in their proper places. As the need for capitals expands, so does their use: capital letters are used extensively in enterprise, for example, for place names and in letters.

The teaching of capital letters should always be closely associated with their use in letters, stories, and reports. A Grade III teacher, aware that her class needs help in capitalizing titles for reports, might first lead children to look at titles in books, and then develop the correct form for a few titles with her class. Practice would come in writing titles for actual reports and in proof reading them. (See pages 42 and 43). Little is gained by isolated drill.



Children enjoy the results of their research.

(Alberta Gov't Photograph)

#### C — SPELLING

## 1. The Place of Spelling

Spelling cannot be isolated from the rest of the curriculum; good spelling is more the result of classroom climate in which the pupils have a desire and a need to communicate effectively than it is the result of the isolated spelling lesson.

Enterprise, science, and other subjects develop a natural desire to communicate and add a vital purpose to good language, including good spelling. Clear enunciation in discussion or in reporting has a direct effect on spelling. The desire to communicate easily through good handwriting helps eliminate spelling errors.

Good spelling and a sound reading program are inseparable: structural and phonetic analysis in reading are of direct aid in spelling; reading vocabulary precedes spelling vocabulary; and spelling competence deepens the knowledge of words.

The teaching of spelling cannot be separated from the total school program.

# 2. Aims in the Teaching of Spelling

# a. Primary Aims:

- To develop spelling power or a spelling sense which will help the pupil in spelling any required words, not mere mechanical competence in spelling a limited number of drilled words.
- To establish habits of self-dependence in writing: knowledge of how to locate correct spelling; ability to check the accuracy of spelling in all written work; competence in thinking out the spelling of required words; writing of derived forms.

# b. Secondary Aims:

- To develop a spelling consciousness, i.e., a critical attitude toward one's own spelling.
- To develop a spelling conscience, i.e. an aversion to incorrect spelling.
- To teach correct pronunciation, depth of understanding, and correct usage of words through a comprehensive training in the use of the dictionary.

# 3. Spelling Lists

Before a child can be taught to spell any words, these conditions must be met:

- The word must be in his speaking and reading vocabulary.
- He must be able to hear the sounds and say the word correctly.
- He must be able to see the word clearly, noticing similarities to and differences from other words.
- He must know the names of the letters in the word.
- He must learn eye-hand co-ordination so that he may form the letters.

- (a) A basic word list, comprising most of the words needed by a child in his writing. Ideally, such a list would be compiled by each teacher through a study of the unique needs and abilities of her class. However, since the time and labor involved in such a task is prohibitive, the basic list of words found in the speller may be used with confidence. This list ordinarily provides the raw material for the spelling lesson, the examples used in teaching for spelling power.
- (b) A personal list of words which frequently present difficulty to the individual. Such a list is made up by the teacher and pupil from the pupil's writing.
- (c) Words of high permanent importance used frequently in the subject fields. Such a list might include tool words used to write reports in enterprise or science.
- (d) A personal list of words the child finds interesting and wants to use and to spell correctly.

  The size of these lists, particularly of (b), (c) and (d), will vary considerably with the spelling ability of the individual pupil. The pupil of superior spelling ability may master a larger personal list in addition to the basic list, while the demands of the basic list may frustrate the poor speller.

# 4. Testing and Grouping

In spelling, as in other skills, a great range of abilities and achievement exists even within one grade in one classroom. Pupils of varying abilities have quite different needs. Experienced teachers have found flexible groups to be of help in providing for individual differences.

Groups may be formed on the basis of spelling ability and spelling achievement. The results of Schonell's Spelling Test\* will rank the pupils according to spelling ability, and a pre-test of the spelling words for the week gives a good measure of a pupil's achievement. Two or three groups may then be formed.

Superior spellers will prove quickly that they need to spend little time on speller lists. Enrichment may include personal spelling lists of difficult and interesting words, research into word origins, dictionary work, and personal writing.

<sup>\*</sup>Schonell, F. J. and F. Eleanor, **Diagnostic and Attainment Testing** (see page 47) Edinburgh: Oliver & Boyd, 2nd Ed., 1954.

# 5. Procedure for Teaching Spelling

a. Spelling in the Primary Grades

In addition to teaching children to write words frequently needed, attention should be given to word analysis skills so that children can attack new words with confidence.

These skills should include:

- Visual discrimination
- Phonetic analysis
- Syllabication
- Pronunciation
- Word-building

Once pupils catch the idea of letter-sound associations, they should advance rapidly.

A spelling program at the primary level should include the following approaches.

i Sharpen visual discrimination of word forms by giving exercises which give practice in sight perception of likenesses and differences. Word-matching exercises such as the following might be used. Have the pupils mark the word in each line that is the same as the first word.

done	door	tone	lone	done
rap	sap	rat	rap	pat

Letter discrimination exercises are also valuable. Letters may be matched by drawing lines to connect the letters which are the same.

b	m
d	q
m	b
n	p
p	n
q	d

- ii The teaching of letter-sound relationships involves both auditory and visual experiences. Beginning with the two-letter and three-letter words the pupils are trained to observe the relationship between sound and symbol. The words "vowel" and "consonant" may be taught at this time. Spelling lessons at this stage should stress:
  - Likenesses and differences in beginning sounds, in beginning letters, and letter combinations.
  - Likenesses and differences in final sounds and terminal letters and letter combinations.

The teaching of phonetics in spelling should logically proceed in the order in which vowels, consonants, consonant blends, diagraphs, etc., are introduced in the reading series. In addition to this phonetic training, opportunity for oral reporting and conversation with attention to correct articulation is important.

iii When pupils have reached a sufficiently mature level to generalize about word structure and use, they will proceed to more advanced spelling learnings, such as:

- Syllabication

Word-building—adding endings, forming plurals, compounds

- Formulation of spelling rules

# b. Spelling in the Elementary Grades

In the upper grades interest in spelling as well as ability to spell can be increased by:

i Consideration of word origins

Breakfast — break-fast business — busy-ness holiday — holy-day

ii Knowledge of roots of words

submarine — sub-marine alteration — alter-ation medication — medic-ation

- iii Meaning that prefixes and suffixes imply sub, re, in, ex, ness, ful, etc.
- iv Correct pronunciation

Accurate pronunciation gives needed oral and auditory clues. Slovenly speech can easily lead to spelling errors: supprise for surprise pitcher for picture histry for history

To ensure correct spelling through correct pronunciation it is recommended that the teacher:

— Articulate precisely as words are often carelessly pronounced.

 Require pupils to pronounce words carefully as a first step in word study.

— Give pronunciation drill frequently.

v Grouping words according to similarities

— Phonetic elements—teacher, preacher.

— Spelling rules—knit, knitting come, coming fly, flies

--- Words of like endings---

ate, ure, acy, ance, ence, able, ible, ent, ant, etc.

 According to vowel combinations ei, ie, ea, ou, etc.

# vi Attention to homonyms

It has been estimated that forty per cent of all spelling errors are made on common homonyms.

Clear these confusions through emphasizing the meaning of the words in content. Homonyms should never be taught in isolation. There is no point in drilling on uncommon words. Rather work on commonly used words which should look something alike—quit, quiet, quite; board, broad; though, through, thought; empire, umpire, etc.

Other details of word structure to which the pupils' attention should be directed include: compounding words;; use of the hyphen and the apostrophe, possessives; abbreviations and rules for capitalization.

In general, upper-graders should be taught to reason and to generalize as much as English words permit, when they attempt to write new words or recall words.

#### 6. References

#### A. Books:

- 1. Dawson, Mildred A.—Teaching Language in the Grades. New York: World Book Co., 1951.
- 2. Hildreth, Gertrude—Teaching Spelling. New York: Henry Holt & Co., 1955.
- 3. Tidyman, Willard F. and Harguerite Butterfield—Teaching the Language Arts. New York: McGraw-Hill Book Co., 1951.

#### B. Tests:

- Schonell, F. J. and F. E.—Diagnostic and Attainment Testing—Edinburgh: Oliver & Boyd, 2nd Edition. 1954.
- Spache, George—Spelling Errors Test. Reading Laboratory and Clinic, Anderson Hall, University of Florida, Gainsville, Florida.

#### D — USAGE AND GRAMMAR

#### Usage

Usage is the language one actually uses. Certain usage is so common among educated people at any given time that it becomes accepted. What is correct in our generation may sound artificial in the next. Thus usage is flexible and gradually changing.

At any given time various levels of usage exist. "Hi!" is appropriate on the playground but perhaps a little presumptuous before an important visitor: a boy's "How do you do?" sounds polite to adults but he may be a sissy if he says it on the baseball field. Often there is more than one acceptable form of usage because usage must be appropriate for a wide variety of situations. Children should be made aware of these various levels and becomes sensitive to the way in which language becomes clearer and more effective when it is appropriate.

Errors in usage are forms of expressions that educated people would consider inappropriate in any situation. For example, "He are there," is an error since such a form would not be used in either a formal or informal setting. The usage of educated people and of the business world is stressed in school, but it should be taught as part of the larger picture of usage as it exists. Good usage means clear, effective, and appropriate expression.

The pattern of usage in both oral and written expression is set by speech habits. In an attempt to establish good usage the teacher must accent effective oral expression. Many opportunities for purposeful oral expression may be provided; and answering, discussing, describing, telling and reporting give practice in effective oral expression. The most powerful weapon against poor usage is frequent highly-motivated situations which demand expression. A boy with a new puppy, a girl who has learned to bake a cake, a pupil who has discovered baby guppies in the aquarium, an enterprise group fascinated by Watusi warriors, or the child who knows the answer to a question, and countless others, have the desire and should be given the opportunity to express themselves.

Examples of poor usage will of course be found in the pupils' oral and written work. (The teacher should help pupils find errors by teaching self-evaluation techniques). When listening to reports children should be encouraged to notice examples of effective expression and later to help the reporter improve the sentence that wasn't quite clear. After writing a letter a pupil should be taught to check to see that it says clearly and effectively, what he wanted to say.

Teacher evaluation runs concurrently with pupil evaluation and discloses abuses of usage both individual and common. Common misuse indicates a lesson for the whole class, including a short exercise. For example, let's suppose a teacher notices "was" and "were" being used incorrectly by many pupils in her class during science period. She might select a number of sentences from science notes or reports from conversation about science where "was" and "were" are used correctly. The sentences may be written on the blackboard. Many children can be led to discover that "was is used with one person or thing, "were" with two. Individual errors are difficult to provide for completely, but some may be helped through use of workbook pages glued to manilla tag or through the assignment of a short textbook exercise after discovery, understanding, and discussion have taken place.

In dealing with mistakes in usage it is always preferable to associate the remedial work with a real situation and to return to purposeful expression as soon as possible. Oral practice is particularly important.

#### Grammar

Grammar is the study of words, phrases and clauses and their relationships within the sentence. The terminology of grammar is used as a convenience: we talk about concrete nouns, vivid adjectives and powerful verbs so that we may more conveniently teach children to write and speak effectively.

Research seems definite that the teaching of grammar in itself does not result in improvement in expression. Grammar is an attempt to analyse usage scientifically and since usage changes, grammar must change with it. Grammar, then, is a tool we may use in discussing effective usage so as to help understand such things as vividness and variety. Thus grammar is a means and not an end. Considerably more time must be spent on oral and written expression than on the study of it.

Grammar is a mature and difficult study involving the ability to generalize about many specific examples. Teachers must be sure that children are ready for grammar before it is taught, and allowance must be made for individual differences. Thus, additional grammar may be used as enrichment for superior students.

A study of grammar may have two defensible objectives, the first being the most important: (1) grammar may aid in understanding effective expression; and (2) it may explain the correction of some errors in usage. Let's look at an example. Teachers attempt in school to help pupils make their sentences (a) complete, (b) clear, and (c) varied. It is convenient to have children discover two parts to a sentences, what is talked about and what is said about it. Later, when pupils need more convenient terms and are ready, these parts may be called the subject and predicate. Similarly, when pupils have trouble with pronouns and their antecedents, it would seem foolish to try to teach exact reference at the Grade Six level without using the terms *noun* and *pronoun*. A basic knowledge of grammar may be an aid in the evaluation of our language and the language of others.

It is significant that grammar is of little direct use in helping pupils develop clarity of expression, which is more important than either completeness or variety.

Since grammar is a description of usage many of the principles of teaching usage should be repeated here: first, purposeful practice is essential if good usage is to develop; second, grammar may sometimes help in describing good usage; third, usage, and therefore grammar, should be taught inductively; fourth, oral exercises must be stressed and finally, a return to expression must be made as soon as possible.

#### References:

- 1. The English Language Arts, Vol. 1. N.C.T.E. New York: Appleton-Century-Crofts, Inc., 1952.
- 2. An Experience Curriculum in English, N.C.T.E., New York: Appleton-Century-Crofts, Inc., 1935.

#### E — VOCABULARY

Words have tremendous power. They affect our efficiency as individuals and as groups. The use and understanding of them are often the differences between success and failure in any undertaking. They either limit or enhance the quality of a person's thinking. The maintenance and the development of an effective democratic society is one of the basic functions of an educational system. As words have different meanings for different individuals, misunderstanding arises easily and we are unable to communicate clearly our thoughts and feelings. As a result harmonious working together becomes very difficult. Today, we are asked to form intelligent opinions and make decisions on many important issues. To evaluate the information which deluges us and to communicate our convictions to others, demands an exact knowledge of the meaning and use of words.

The school has a vital contribution to make, for research regarding the vocabulary attainment of students indicates that an increased emphasis and awareness of the meaning of words would be beneficial and that the special vocabulary of each subject field must be mastered if students are to proceed with understanding. Also that vocabulary development is in the main influenced by four factors:

- 1. Experience for example, if a student has travelled widely, has had many associations with people and places, coupled with opportunities to talk about them, the size of his vocabulary and his understanding of words will grow in direct proportion to those experiences.
- 2. The intellectual maturity of a student dictates what he takes from a given set of experiences.
- 3. Special interests of a student give him additional vocabulary in those fields provided, of course, that the student has an opportunity to develop his special interests.
- 4. A guided educational program which pays sufficient attention to vocabulary development, which continually broadens the experiences of a student and which gives him the opportunity to develop depth of word meaning, can make a substantial contribution to the size and effectiveness of the vocabulary of that person.

The four major factors of vocabulary development have obvious implications for the schools. Although what can be done in regard to mental maturity is very limited, the school can certainly provide wide and varied real experience in the form of excursions, experiments and contacts with concrete objects. Furthermore, the vicarious experiences of students can be extended greatly through free reading and suggested research. In addition, time must be provided for the student to write and talk about the experiences if we wish the words to become part of his working vocabulary.

Perhaps it is in the content fields that vocabulary development is taken for granted. Too often the lesson reaches only part of the class, and the assigned reading brings little information to a considerable part of the class. Each content field must have its own well-developed vocabulary program, with thorough periodic checks on the depth of meaning and the meaning field that each student has built around the new words. In addition, a good program should encourage children to be aware of and interested in new words. A student must learn that the study of new words can be fascinating. The school can do much to develop this attitude.

# How Words Acquire Meaning

A small child attaches a word symbol to a concrete object. The meaning field around the symbol increases as his experience with that object vary. As the child acquires efficiency in language the meaning may be enlarged, enriched, and new meanings added. Later, the vicarious experiences of reading can add meaning to new words. To make these new words a part of his working language a student needs an opportunity to verbalize his experiences.

# Research Findings Which May Have Some Bearing on a Vocabulary Program

We have become increasingly aware that students have an understanding, reading, speaking and writing vocabulary. To develop any one of these demands that students may have had varied experiences, in listening, reading, speaking and writing.

The language ability of girls develops more quickly than boys. At the elementary school level girls will achieve better than boys of equal ability in language.

The six-year-old has a speaking vocabulary of 2,500 words at least, and understands the basic meaning of 17,000 additional words, plus 7,000 derivatives of these words. The student's increasing maturity and his experiences at school cause a very rapid vocabulary growth. Thus an eight-year-old has a speaking vocabulary of 7,500 words, a basic meaning vocabulary of 26,000 words, plus 18,000 derivatives of the words. The vocabulary of younger students is much greater than generally realized and the growth potential is tremendous.



Giving words meaning.

(Alberta Gov't Photograph)

# Guideposts of a Good Vocabulary Program

- Motivate pupils to become aware of strange words.
- Provide opportunities for students to verbalize experiences and to use new words that they have learned.
- Make the pupils responsible for presenting and explaining new words.
- Encourage pupils to keep a record of new words, new use of familiar words.
- Make children aware that the length or newness of a word doesn't make it more valuable. It has value only for its exact meaning.

#### Some Cautions

- (a) Avoid the use of isolated drill on lists of vocabulary words or from subject matter not related to the experience of the child.
- (b) Do not introduce too many words too fast, as the depth of word meaning is often more important than a superficial knowledge of many words.

# Dimensions of Meaning

A word may have many meanings; it also may have at least three levels of meaning. For example the word "home" means where some one lives. Quite another level of meaning is sensed in the sentences, "Our teacher gave us a lot of homework" or "It's good to be home!" On the other hand "homework" is sometimes desirable from the teacher's viewpoint, seldom from the pupil's. To sum up, a word may have three levels of meaning:

semantic — the meaning of the word by itself. syntactic — the meaning of the word in context.

pragmatic—the meaning as it may be colored by the individual's point of view.

# **Dictionary Skills**

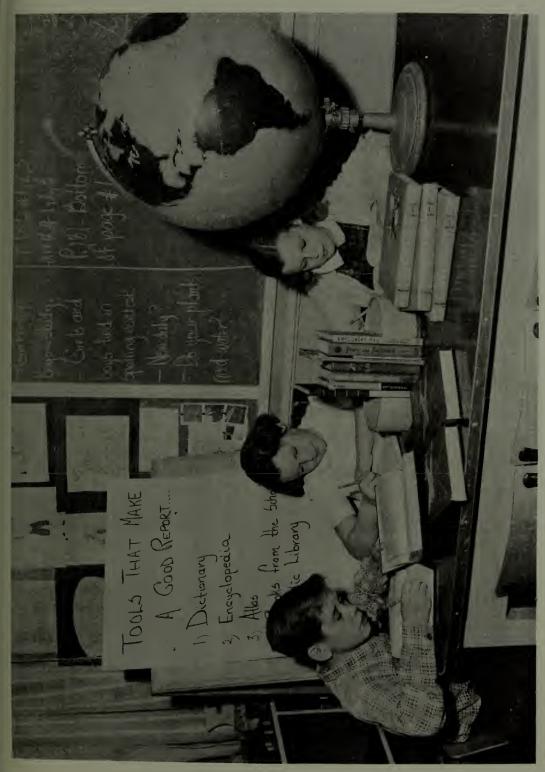
The dictionary is perhaps the single most useful reference book. Its effective use is dependent on two related factors. *First*, the dictionary should be looked upon as a valuable aid in communicating; therefore, its use should never become tedious or frustrating. Long exercises not related to needs, and an insistence that every child look up every word he cannot spell or pronounce, should be avoided. When highly motivated pupils want to improve reports, they use the dictionary without pressure. Little has been accomplished if children use the dictionary only when asked to use it. *Second*, we must teach each child how to use the dictionary quickly and effectively to the limit of his ability.

While regular use of the dictionary does not ordinarily begin until Grade Four, pupils develop a readiness for its use beginning in Grade One.

#### Readiness Skills

Throughout the elementary grades there is an informal learning of words in alphabetical order. For example:

- making picture dictionaries with reading sight words
- using commercial picture dictionaries
- using the telephone directory



— preparing an index for an enterprise booklet

— making a file of troublesome or interesting spelling words

- assembling alphabetical lists of pupils' names, books and pictures

Syllabication too, another dictionary readiness skill, is taught in the primary grades for specific purposes:

— as an aid in attacking new words

- as an aid in spelling

— as a means of improving pronunciation, e.g. athlete

# **Elementary Dictionary Training**

Dictionary training may be broken down into a number of individual skills. Teachers will find a broad range of individual differences among pupils in the use of these skills. For this reason a survey of dictionary skills should be made at the beginning of each year, and a program planned in light of the needs and abilities of the pupils. Since individual differences will be found, short term groupings for instruction may be used, with remedial exercises for retarded pupils and enrichment for the advanced. Dictionary use should always grow out of a need to understand or be understood.

Elementary dictionary training may include:

— increasing facility in listing words in alphabetical order and in locating a wanted word in an alphabetical list

— developing skill in locating words in the dictionary by estimate

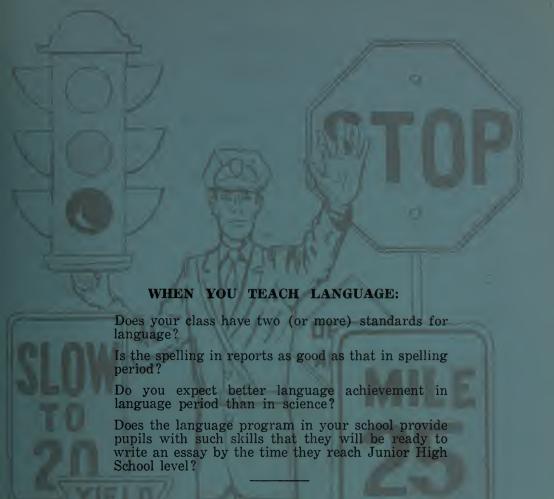
and by the use of guide words

— using the dictionary to determine correct pronunciation through use of syllabication and some use of diacritical marks

The teacher's attitude toward the dictionary is important: use the dictionary conspicuously and with enjoyment.

# **Enrichment in Dictionary Skills**

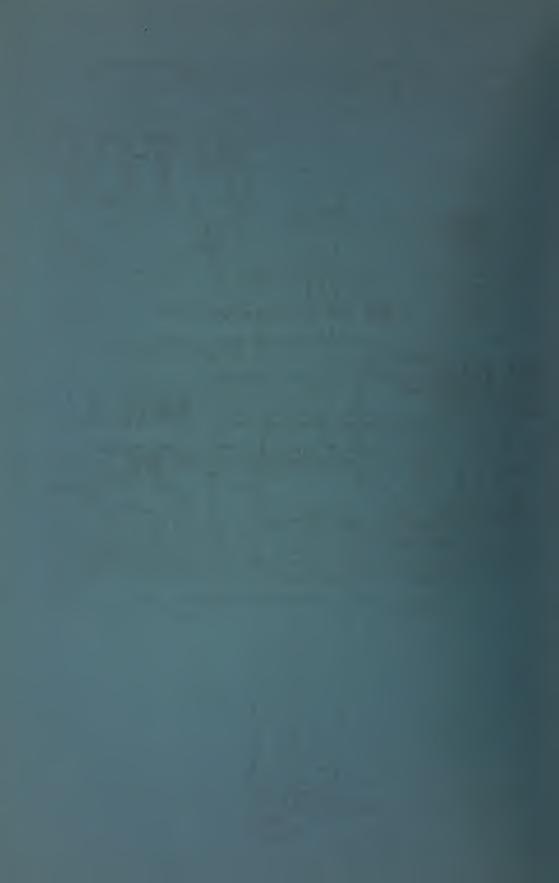
Some pupils, even in Grade Four, will master basic dictionary skills with relative ease and will profit from carefully planned enrichment. Such children should be encouraged to a greater precision in the use of words, helped by the dictionary. Lists of synonyms may be studied and nice distinctions made among such words as hard, firm, and solid, for example. Gifted children also enjoy a study of the origins of selected words.



How often do you try to express yourself effectively?

Do you sometimes try to write a poem, a story, and a report, at the adult level?

Are you aware of the problems facing the pupils as authors?



#### CHAPTER V:

#### SPEECH

#### A — IMPORTANCE OF SPEECH

Speech is important in itself, since good speech facilitates communication. In addition, speech takes on added importance when its position among other language arts is considered. The influence of correct pronunciation, for example, on spelling and reading is tremendous.

Every classroom should be a friendly place with a happy speech environment where there are many speaking activities which will encourage the children to speak clearly and distinctly in a natural, friendly, pleasing tone. Also, they should be taught to listen more effectively. The teacher must always set a good example; criticism should be constructive and friendly and the teacher and pupils together should set up speaking standards\*

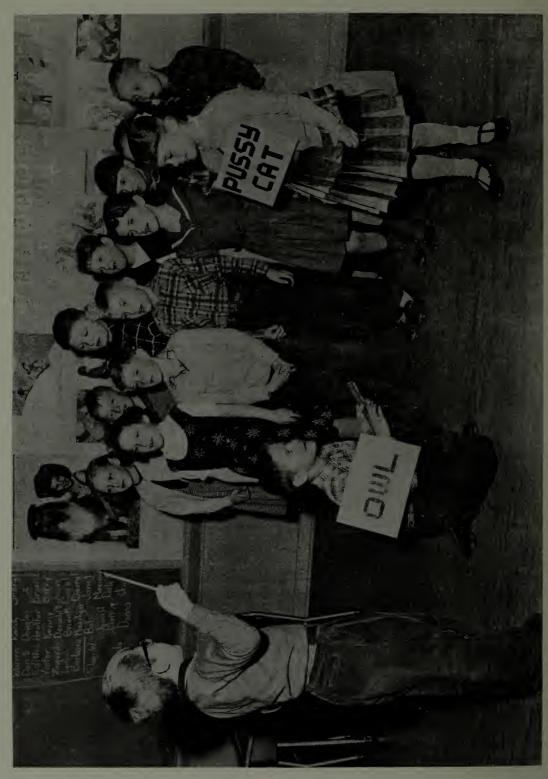
Speaking and listening skills gained in the elementary classroom are useful to the child throughout school and adult life.



Pictures create situations requiring language.

(Alberta Gov't Photograph)

<sup>\*</sup>Webster Speech Correction Guide. Webster Publishing Co., St. Louis 3, Missouri, U.S.A.
Use should be made of such radio broadcasts as "Speech Explorers".



#### **B** — DIAGNOSIS OF SPEECH DEFECTS

The teacher must first locate the specific areas in which the pupil needs help.

The speaking ability of a pupil is analyzed through voice recordings made with a tape recorder; individual conversation with the pupil (at which time the teacher may use one of the excellent speech surveys which are available), or the oral reading of the pupil in class.

Teachers must keep in mind the desirable qualities of effective speech. Such factors as controlled relaxation, correct posture, appropriate gestures and movement, adequate breathing methods, sufficient resonance, production of clear, musical tone, distinct and acceptable diction, correct pronunciation, sufficient and appropriate variety of expression and pleasant overall vocal quality must be considered.

After a teacher has analyzed the speaking abilities of her pupils she may discover a lack of many of the above qualities. The resulting ineffectiveness in speaking may be attributed to the presence of defects or disorders such as:

- organic defects (cleft palate, tongue tie, lisping due to malformation of teeth or jaw, hard of hearing speech, or cerebral-palsy speech)
- emotional disorders (stammering or stuttering, cluttering, absence of voice, neurotic lisping, delayed or irregular, staccato speech)
- functional defects (Inorganic lisping, omission, addition, distortion or substitution of sounds, careless and sluggish speech, foreign accent, errors of stressing and unstressing, inexpressiveness due to lack of variety in pitch and pace, or inadequate control of volume and force, or difficulties with inflections and rhythm.)

Or, the lack of effectiveness may be attributed to either organic or inorganic defects and disorders such as breathiness, hoarseness, throatiness, nasality, tenseness, harshness, thinness, stridency, muffled or otherwise disagreeable tone, or a generally poor vocal quality.

If the teacher discovers the defects or disorders to be of an organic or emotional nature, the pupil should be referred to a speech therapist. In the meantime, the teacher guides the class in the acceptance and approval of the speech-handicapped child. The pupil with a serious disorder should be made to feel needed and wanted in the classroom. He should be encouraged to talk but not forced to speak if the experience is painful to him. Frequently a happy, friendly classroom atmosphere is the first therapeutic step and may be an important factor in giving the child confidence and an earnest desire to work to overcome his disability as much as possible.

However, if the teacher discovers the defects or disorders of voice or speech to be of an organic nature, the pupil may be helped within the classroom, by a speech improvement program. A child's inability to make

a sound may not be classed as a defect until he has attained a certain age. Mardel Ogilvie1 has presented a table of the ages at which most children are able to articulate certain sounds:

> 3.5 years — p, b, m, w, h " — t, d, n, g, k, ng, y 5.5 " — f, v, s, z" - sh, zh, l, th as in thin 6.5 th as in then " — s, z, r, wh 8.0

(s's and z's are listed twice because of distortions in these sounds when children lose their front teeth).

Suggestions for a speech program are included in sections C. and D. which follow. The exercises and activities to accompany these sections are to be found in section F. Speech lesson suggestions are contained in section E. For further suggestions, refer to bibliography.

#### C — THE MECHANICS OF SPEECH

In a program for the improvement of speech and the development of a more effective speaking voice, we may consider five basic areas:

1. Relaxation—Controlled relaxation is necessary because tightness, stiffness, or tenseness in any part of the body, particularly in the throat or neck muscles, may result in the production of a very poor speaking voice.

Before controlled relaxation may be achieved, the student must work to attain a feeling of complete relaxation of the whole body: arms, hands, fingers, throat muscles; jaw, lips, tongue, facial muscles; and also of the mind. Mental relaxation is as important as physical relaxation. Then the student must try to maintain a relaxed feeling in the mind and in all parts of the body, and at the same time have complete control of his movements.

Posture should be neither stiff and tense nor too lax. It should be relaxed and easy, yet controlled.

Exercises for relaxation are the first steps in the correction or improvement of all speech difficulties. The number and the type depend upon the type of difficulties and the class.

(For exercises on relaxation and posture see Section F, Nos. 1-11).

2. Body—A speaker never speaks with his voice alone — always with his body too. Words and action must go together or speech will be ineffective. Control of bodily action is essential to efficient thinking and speaking.

Bodily exercises develop ease, grace and freedom of movement which establishes rhythmic control. Rhythmic control destroys tension and stage fright and produces fluency and earnestness and results in smooth gestures and pleasing facial expression. Two valuable types of exercises are:

<sup>&</sup>lt;sup>1</sup>Mardel Ogilvie—"Speech in the Elementary School". McGraw-Hill Book Co. Inc., New York, 1954 (p. 236).

- (a) Pantomimes Individual pantomimes and a few group pantomimes, are a further aid in the development of controlled meaningful movement. They help to develop habits of concentration and to produce effective co-ordination between body and mind. They are important preliminary to the combination of action and speech.
- (b) Improvisation When speech is added and coordinated with bodily action, improvisations may be performed. These may be done alone, in pairs, or groups of 4 or 5 children. Situations may be worked out in which all five of the senses are used. Later, such scenes may be 4 or 5 minutes in length. These scenes should be rehearsed but the lines should not be written down or memorized. Improvisations grow and develop into the acting out of the children's own stories.

(For body exercises see Section F, No. 16 ff.)

#### 3. Voice

- (a) Articulators The articulators, the lips, lower jaw, tongue and soft palate must be flexible and controlled. Correct breathing and adequate resonance become ineffective if the tone is not allowed to come out of the mouth because of inflexible lips, lower jaw, tongue and soft palate.
- (b) Breathing Breathing is practiced to increase lung capacity insuring an adequate supply of breath.
- (c) Phonation There must be an efficient production of clear, musical tones. The tone must be produced with ease. It must have flexibility and sufficient range. If the tone is "round", smooth, free and projected adequately, the vocal quality will be pleasant; that is, clear and resonant.
- (d) Resonance The pharynx, the nasal chambers, and the mouth are the chief providers of resonance. The right kind of oral and nasal resonance produces a pleasing voice.

(For voice exercises see Section F. Nos. 17 ff.)

#### 4. Words

(a) Diction — This term may include articulation, enunciation, pronunciation and assimilation.

Articulation is sometimes defined as distinct utterance. It frequently refers to the speaking of consonants.

Enunciation may be defined as distinct utterance also. It usually refers to the vowel sounds.

Consonants and vowels are combined in the formation of words. Pronunciation refers to the way in which words are said. Overprecise pronunciation is as incorrect as careless speech. For instance, it is sometimes acceptable to say "Mary 'nd Bill", rather than "Mary and Bill", - which could sound over precise. On the other hand it is careless speech and never correct to say "git" for "get".

The diacritical marks of the dictionary indicate correct pronunciation. More accurate than these is the International Phonetic Alphabet because it provides one symbol for each sound. Assimilation usually refers to the joining together of words into phrases, sentences and thought groups which make connected speech. Unacceptable assimilations such as "cantcha go", for "can't you go", and "lemme see" for "let me see" must be avoided. Certain assimilations are desirable, for instance in "black cat" the "k" sound at the beginning of cat may be combined into the one "k" sound. "Black cat", putting in both "k" sounds, would be too precise. The greatest danger, however, is too much assimilation resulting in careless, sloppy speech, rather than too little.

Good speech does not call attention to itself, either because of its carelessness or slovenliness, or because of its artificial precision. Good judgement, common sense, and a discriminating ear are invaluable guides.

(b) *Melody* — The rhythm or melody of speech is related to the many reflections and variations of pitch used in connected speech, Speech melody is based upon stress, which involves changes in force and pitch. It also involves the use of accented and unaccented syllables.

Only important words should be stressed. For instance, in the following sentence, the underlined words should receive greater stress than the others:

She went to the store to buy a loaf of bread

Ordinarily, pronouns, conjunctions and prepositions are unstressed.

Meaning supersedes rhythm thus insuring the varied rhythmic pattern upon which good conversational speech is based.

- (c) Expressiveness Variety and emphasis in speech may be accomplished through:
  - duration of vowel sounds

— length of pauses
— variety of pace, pitch, inflection, and force.

(d) *Emotion* — Emotion refers to the mood and feeling expressed by the voice. These must be appropriate to the selection. In conversational speaking, the voice must be sincere and friendly. Personality is reflected in the voice.

To convey meaning and emotional feeling, it is necessary to change the vocal quality accordingly. These changes or modulations are sometimes referred to as emotional color or tone color.

The ability to form mental images is important in the accurate portrayal of emotions.

(For exercises on words see Section F, No. 63 ff)

5. Mental Processes — This term refers to certain tasks performed by the mind, the eye, and the ear. Such activity is frequently termed "listening".

If the speaker is visible, as in the case of the teacher, listening may be influenced. Anything less than a generally pleasing appearance with correct posture on the part of the teacher may interfere with effective listening. Poor physical conditions will prevent good listening on the part of pupils. A pleasant classroom atmosphere will motivate good listening.

Children should learn to evaluate speakers in terms of desirable voice and speech, and to evaluate their own attempts.

Children should learn to check qualities of voice and speech quickly, then concentrate on what is being said, consider it, weigh its worth, and then accept and integrate it, or reject it. Listening has different purposes. It may be a casual, critical, questioning, evaluative, appreciational, thoughtful, or imaginative. Children should be taught not to be passive listeners.

(For exercises on listening see Section F. Nos. ff.) (For further material on listening see Chapter II B. of the Bulletin).

#### D — THE FUNCTIONS OF SPEECH

Speech is employed constantly in activities of an informal nature, and is used almost daily in activities of a more formal nature — in the language class during enterprise, in the reading program, and in every phase of school work. Hence the need for communication skills.

In addition, there are other speaking activities which aid in the development of greater competence in speech. Such activities, which include creative drama, also serve to provide a greater enjoyment and appreciation of literature. These activities are known as the speech arts.

Such speaking situations would include:

#### 1. Communication Skills

# Informal Activities:

a. conversationb. telephoning

c. introductions (making and acknowledging)

d. invitations

e. interviewing (visitors or fellow pupils)

f. giving directions

# Formal Activities:

g. giving talks

h. presenting reports

i. discussion (including the expression of opinion)

j. conducting a meeting according to parliamentary procedure

(For further suggestions see Chapter III of the Bulletin and the language text)

# 2. The Speech Arts

Creative Drama — The exercises and activities contained in the selection entitled 'Body', under Mechanics of Speech, prepare the pupils for creative plays. Creative drama can be the beginning of all speaking activi-

ties in the elementary grades. It provides an incentive for clear, distinct speech.

The first plays, made up by the children (see Section F, No. 82, 83 and 84), are usually performed in small groups. Later, the whole class may be included in the one play. Further on in the year the children may act out stories they like—from their readers, from other stories they have read or heard and from enterprise topics.

By the sixth grade the children will have developed to the point where they approach formal play production. At this level, the children may be given the opportunity to use script plays and to speak lines with literary value. With short scenes, such as "The Mad Tea Party," the children begin to look ahead to the formal finished type of play production of later years where they will use scenery and complete costumes, rather than the suggestive ones used in creative plays. The children should return frequently to creative plays, not only in the elementary grades but in Junior and Senior High School as well.

In the early stages of creative drama there should be no scripts or stages used. The children may perform on any large floor space or in the whole classroom area. The aisles may be streets, paths in the forest, or whatever else the story demands.

The teacher should never tell the children what to do, but wherever she sees greater dramatic possibilities she may stimulate the children's thinking by asking leading questions. Or, she may show them pictures which will stir their imaginations. Characterizations may be discussed, for example, a consideration of what Father Bear was like, his voice and his actions.

In the beginning, the teacher may ask for volunteers to play the important characters. Two or three casts may be chosen, thus giving more children the opportunity of playing their favorite character.

Choral Speaking and Individual Poetry Speaking — The experience of the children in creative drama help them to realize the need for good diction. Enjoying poetry together through choral speaking will help to improve diction and vocal quality. It also helps to develop vocal range and results in a greater appreciation and enjoyment of poetry. The forward child becomes submerged in the group and the timid child has an opportunity to perform.

In the beginning, selections of the line-a-child or sequential type (Solomon Grundy), or refrain poems (A Farmer Went Riding) are the simplest. Maturing voices may try group speaking with dark, medium and light voices or two-part work with girls' and boys' voices. With more experience the children may try unison speaking. Selections chosen for choral speaking should interest the children and possess literary value.

When a child has become familiar with a number of poems, he may wish to say his favorite for the rest of the class. Individual poetry speaking, such as this, in which the child need not conform to the group interpretation, is desirable and should be encouraged.

Oral Reading or Reading Aloud — A good oral reader should be able to read in an interesting, conversational tone—as though he were telling the story. When someone speaks in the story the reader's voice should suggest the new character in a convincing natural way, not in a way which would distract the listener from the main plot of the story.

Children are best taught this skill by the good example of the teacher.

Story-Telling — In telling a story, the body and hands may be used more fully. There is an intimate feeling between listener and story-teller.

In choosing a story to tell, teachers should consider its literary worth. Characters and plot should be interesting. There should be plenty of action and a suitable climax. The interests and attention span of the listeners must be considered.

If the beauty of a story lies in the words used by the author, it should be read, rather than told.

Frequently the children should be given the opportunity of telling their favorite stories to the class. Teacher and pupils together should set up basic rules for good story-telling such as: always look at your audience, tell events in the order in which they happened, and so on. Occasional use of the flannel board adds interest and variety to stories told by teacher and pupil.

Listening Appreciatively — Boys and girls should be taught to listen appreciatively (as well as critically) to the speaking efforts of their classmates. The recognition of improvement, however slight, encourages greater effort. Whenever possible, children should be given the opportunity of hearing many of the good recordings of prose and poetry which are available.

# E — THE SPEECH LESSON

- The first few minutes should be devoted to the improvement of speech. Always begin with exercises for relation. Continue with exercises which are directed towards the particular needs of the class. (See Section C. The Mechanics of Speech and see Section F. No. I ff).
- 2. The remainder of the lesson should be devoted to one of the speech activities or situations suggested.
- 3. The last minute or two of the lesson should be devoted to evaluation and a consideration of future work in accordance with the needs of the class. Such evaluation should be made frequently.

The speech lesson, as such, may take place whenever the teacher feels a need for additional work in a specific area. Otherwise, remember that speech continues throughout the day (not only at a specified period) as a part of every lesson and every subject. Teacher and pupils should be aware of good speech—its benefits and importance. Sometimes creative drama may be correlated with Physical Education—especially in the primary grades. As often as possible a period of time (25-30 minutes) may be set aside for creative drama activities. (See Creative Drama under Section D.)

**Bibliography** 

<sup>&</sup>lt;sup>1</sup>Ogilvie, Mardel—Speech in the Elementary Grades. N.Y., McGraw-Hill Book Co. Incorporated, 1954.

See also School Book Branch Reading for Pleasure catalogue, section "Poetry Collections—For Use of Teachers".



#### F — SPEECH ACTIVITIES AND EXERCISES

The first exercises in each section are more suitable for the primary grades—the others for Grades IV, V, and VI.

# Relaxation and Posture

- 1. Pretend to be a Raggedy Anne doll.
- 2. Pretend to be a leaf dropping slowly to the ground and gradually coming to rest.
- 3. Teacher may suggest situations which will induce a relaxed feeling such as—

Pretend you are lying on cool green grass under a shady tree

Now you are sitting by the shore of a lake watching the waves.

You have just finished eating a big dinner. Outside it is dark, cold and windy. You are reclining comfortably before an open fireplace.

- 4. You are reading a very interesting book—suddenly you hear a strange noise—you become tense—listening—then—oh! it was only the cat—you relax and continue to read.
- 5. Stand with weight on balls of feet—clench fists— stiffen knees—stand as rigidly as possible—now relax slowly—each finger—shake wrists—let arms hang limply—relax knees—eyes close—head drops forward on chest—slowly—shoulders droop—bend forward slowly—arms dangle in front—head hanging loosely—shake head—down—down—knees bend—down—sitting on heels—hands resting on floor palms up—forehead resting on knees—(if space permits, you may continue until you are lying on floor in completely relaxed position). Come up slowly—very slowly—knees straighten—shoulders come up—straighten—head up—eyes open.
- 6. Let your lower jaw drop—move it from side to side—forward and back rotate lower jaw in a circle—yawn—yawn—yawn, and say

I yawn at work, I yawn at play, I yawn in March, I yawn in May, I yawn today and every day

Yawn—Yawn—Yawn.

- 7. Walk in an easy, natural way with a book placed on the top of your head. Now sit down and stand up again without allowing the book to fall.
- 8. Pretend you are very old, and very tired—show me how you would stand. Now you are a happy, healthy boy or girl about to start off on a picnic—how do you stand?
- 9. Go to the front of the room—pick up a book—open it and read a sentence to the rest of the class—close the book—lay it on a chair on the opposite side of the room—return to your place.
- 10. Dramatic action is stimulated by the use of simple sound effects—therefore, the class should begin a collection of objects with which sounds and noise can be made to suggest certain actions or characters. (Example, a spool shaken inside a cardboard shoe box may be made to sound like a galloping horse). As the teacher makes a sound

with each of the collected objects, the children move about as the animal or character suggested. One special sound should be the signal for the children to return to their places—as fairies, or mice—and go to sleep.

- 11. The first type of sound to which the children move should be an easy basic beat, such as—slow—slow—slow, or, quick—quick—quick—quick. A variety of basic beats may be used. Afterwards they may tell who they were—giants, elephants, fairies, soldiers tired after a battle, and so on.
- 12. The next sounds made by the teacher should form a *rhythmic* pattern, that is, a combination of slow, fast, light and heavy rhythms. The children suggest what is happening, for example—the soldiers jumped upon their horses and galloped off.
- 13. In the third type of sound made by the teacher a climax is reached—that is, the beats may become louder and faster—(the bandits may be gaining upon the soldiers).
- 14. The fourth sound is a sort of post-climax—this must be a quiet sound which will bring the children back to themselves in a quiet way.
- 15. Improvisations may be done in pairs or in groups of four or five. These short scenes may be two, three or four minutes in length. The five senses may be utilized. One such scene could be "Cleaning the yard".
- 16. Younger children may make up and act stories such as the witch casting a spell or the lost child meeting a bear in the woods, or a trip to the zoo—in which some are animals and others are visitors.

Next, the children may act out stories which they make up themselves. The class may build these stories in one of two ways:

- Think of three unrelated objects and make up a story in which all three are included, (example—book, tree, tractor).
- Show a picture which may be used as the beginning, end, or middle of a story.
- 17. Drop jaw—move it right and left—rotate it—repeat—cah—fah—sah; ouch—ouch—ouch. Yawn.
- 18. Pout lips—relax. Smile—relax. Repeat with mouth open.
- 19. Say too-toh-tah; doo-doh-dah. Repeat adding different consonants. Gradually increase the speed.
- 20. There was an old man in blue Who blew! and blew! and blew! He blew a balloon
  As big as the moon—
  That funny old man in blue!
- 21. Say— Pimlico, pimlico, plinkington planks
  Say, "Yes, if you please" and "No thanks".
  Bimlico, bimlico, blinkington blight.
  Politeness pays, be it day or night.
  I call my tongue a broom,
  I feel it sweep and sweep,
  It sweeps its own big room and then

From front to back from side to side Around it goes and back again.

- 23. Say— Tim has ten toes,
  Tom has, too.
  They've twice as many
  Toes as you.
- 24. For flexibility and control of the back of the tongue say—ng—ah; ting-a-ling and repeat.
- 25. Try to feel the movement of the soft palate as you drop your head forward and imitate snoring, put your head back and pretend to gargle. Keep throat muscles relaxed. Now yawn with the mouth closed. Now say ung-ick-ung-ick-ung-ick.
- 26. Say— Gallop-go, gallop-go Gallop little pony—go-go-go.
- 27. To make soft palate flexible and able to move quickly say—
  mnn -0000, repeat
  nnn -0000, repeat
  ngng -0000, repeat
- 28. In the standing position try to feel the same amount of expansion at the waistline as you breathe in to the count of three—hold—then breathe out to the count of three.
- 29. Say these words forcefully—"halt—stop—go—march—no." Did you feel the movement of the muscles around the waist?
- 30. Whisper "O"—hold the sound for as long as you can keep it steady.
- 31. Take a big breath on the count of one. Let the air out slowly as you Now try "Ah"—hold it—stop. count from one to five. Relax, Repeat—counting to ten on the outgoing breath. When you can go to ten easily—increase gradually.
- 32. Breathe in—say "One by one they jumped the fence," then breathe out the remaining air.

  Breathe in again—say—"One by one and two by two they jumped the fence,"—then breathe out the remaining air.

  Can you continue to "four by four" without strain?

  Then stop now and try again tomorrow.
- 33. For a projected, smooth, round, easy tone, the throat and jaw must be relaxed.

  Say no' with rounded lips and mouth.

Sing 'no' up and down the scale. Say no-no-prolonging the 'o' sound. Repeat at different levels. Say Nay-Nee-Nie-No-Nue at different levels and prolong the vowel sound.

34. At different pitch levels chant this:

O see again that gleaming room In the shadow of a mellow moon.

- 35. Hum—gradually increase the volume—then diminish.
- 36. Say— "Swing, swing, and sing as you swing— Our voices will ring, if we sing as we swing"

37. Sav--foo-foh-fah koo-koh-kah loo-loh-lah (Repeat. Also use other consonants. Prolong the vowel sounds.)

38. Say-The house is old and very cold— Do not - go no, no - no - no.

Prolong the "o" sounds.

39. Say mmmm - 0000 mmmm - ohhhh mmmm - ahhhh

Prolong the humming sound. Hold the oooo's, ohhh's and ahhh's to the count of ten.

Try this with "n": nnnn - 0000, etc.

Try it also with "ng".

40. Say-In the woods at noon in June It is dark and damp and cool. The sky is blue, yet it is true Gloom looms in the woods at noon.

41. For "t" Peter Tatter popped his batter On a pretty painted platter Peter Tatter ate that batter. Batter makes Peter Tatter fatter.

42. For "th" Theophilus Thistle The successful thistle sifter While sifting a sieve-full of unsifted thistles, Thrust three thousand thistles Through the thick of his thumb.

"Hush-a-by-hush", tis the voice of the forest, "Hush-a-by-hush", the leaves seem to say, "Hush-a-by-hush", sing the wild birds in chorus 43. For "sh" Up in the tree-tops so far, far away. from "An Indian Lullaby"

44. For "zh" Say these words—television, usual, measure

45. For "ch" Choo-choo-choo-choo-A-chugging comes the train. Choo-choo-choo-choo-A-chugging in the rain.

46. For "s" Swan, swim over the sea-Swim, swan, swim! Swan swim back again-Well swam, swan!

47. For "h" Hoppety, hippety, hoppety, Hoppety, hippety, hop. Hurry, hurry, hurry, Hope and do not stop.

48. For "wh" Whether the weather be fine Or whether the weather be not, Whether the weather be cold Or whether the weather be hot. We'll weather the weather, Whatever the weather, Whether we like it or not.

49. Say— dacketty, decketty, dicketty, docketty, ducketty Repeat beginning with b, v, and other consonants.

50. Say— Yamminy, yemminy, yimminy, yomminy, yumminy Repeat beginning with j, ch, and other consonants.

51. For "z"

This is the song of the bee,
Buzz, buzz, buzz
A jolly good fellow is he,
Buzz, buzz, buzz

In days that are sunny he's making honey

Buzz, buzz, buzz

In days that are sunny he's making his honey

Buzz, buzz, buzz.

52. For "d" Come derry-down; derry-down; derry-down day!

With a heigh doe-derry and a heigh doe-day!

Doe-derry, di-derry, heigh doe-day,

With a hoe doe-derry and a heigh doe-day!

53. For "r" The rain is raining all around, It falls on field and tree;

It rains on the umbrellas here And on the ships at sea.

54. For "p" and "l" Lippety, lippety, lippety, lee

Lippety, lippety, lop

Here comes a baby bunny Flipperty, flipperty, flop.

For vowels and dipthongs:

55. Say— m-oo, m-oh, m-ah, m-ay, m-ee

b-oo, b-oh, b-ah, b-ay, b-ee

Try with n, d, etc.

Say— oo, oh, ah, ay, ee (as above) with an "m" at the beginning and an "m" at the end, like this—

m-oo-m, m-oh-m, m-ah-m, m-ay-m, m-ee-m

Try this with "d" at the beginning and another consonant at the

end.

See how many combinations you can invent.

d-oo-k, d-oh-k, d-ah-k, d-ay-k, d-ee-k

Try others.

57.

56. A movable face, a movable face

Is the the very best thing to speak with! So we must all get a movable face,

A very, very movable face, A very, very movable face, A movable face to speak with.

Water in bottles, water in pans, Water in kettles, water in cans.

It is always the shape of whatever it's in—

Bucket or kettle or bottle or tin.

58.

I know a house, a cold old house, A cold old house by the sea,

If there were a mouse in the cold old house,

What a cold old mouse he'd be! Cold-old-cold-old—

What a cold old mouse he'd be!

59.

Piping down the valleys wild, Piping songs of pleasant glee, On a cloud I saw a child And he laughing said to me: "Pipe a song about a lamb!" So I pipes with merry cheer, Piper, pipe that song again"; So I piped: he wept to hear. Piper, pipe that song again"; So I piped: he wept to hear.

-Blake

# 60. Check your pronunciation

Do not omit sounds:

Say
fam-i-ly
gov-ern-ment
po-em
com-ing
rec-og-nize
con-sists
pamph-let
arc-tic
slept
go-ing

Do Not Say fam-ly gov-a-ment pome com-in rec-a-nize con-sis pamp-let ar-tic slep go-in

Do not pronounce silent letters:

Say of-en vi-count to-ard Do Not Say of-ten vis-count to-ward

Do not add sounds:

Say
ath-lete
fil-m
stoo-l
i-de-a
grie-vous
across
chim-ney
chair

Do Not Say
ath-a-lete
fil-um
stoo-ul
i-dear
grie-vi-ous
acrost
chim-a-ney
chay-er

Do not substitute sounds:

Say
get
just
thing
this
little

Do Not Say git jist ting dis liddle

puddle puttle notice nodice catch ketch for fur because becuz vellow vella yes yeh was wus

Do not misplace the accent:

Say ho-tel' the'-a-tre Do Not Say ho'-tel the-a'-tr

Do not exchange the position of sounds:

Say
Perspiration
modern
Prescription

Do Not Say Prespiration modren Perscription

Try to add other words to each of the above lists.

- 61. Make a list of all the noises of which you can think, such as—boom, click, bump, etc. How could you make these noises yourself?
- 62. Make a list of the different ways of moving of which you can think, such as—waddling, struggling, marching, dancing, creeping, etc. How would you move in these different ways? Try them. What animal person, or type of character does each suggest? Maybe your teacher will help find music to which you can move as these characters would move.
- 63. Make a list of: Words that describe a pleasant sound (sweet music, babbling brook)
  Words that present a picture (stately willows, dappled shadows)
  Beautiful descriptive words (glimmering, silvery, shimmering).
- 64. Read the following sentence emphasizing the underlined words. Notice how emphasis can alter meaning:

What do you think of him? What do you think of him?

65. By varying inflections it is possible to suggest different meanings such as: mild surprise, horrified surprise, indifference, pity, disgust, sarcasm, polite interest, joy, disappointment, fear, anger, curiosity, hesitancy.

How many meanings can you read into the following expressions?

Oh who's there
Oh no Well
He did Hello

66. Pause in different places and notice the change in emphasis:

The princess said she had had a wonderful—dream. The princess—said she had had a wonderful—dream. The princess—said she had had a wonderful dream.

67. Phrase the following sentences in a way which best portrays the meaning.

He was in such a hurry that he lost one of his slippers and it fell close under the soldier's window where he was peeping out through the bars.

The king would not deny him this so the soldier took out his tinder box and struck fire once, twice, three times and there were all the dogs.

The princess came out of the copper palace and became queen which pleased her very much.

- 68. At what pace would you say the following, and why?

  Bambi walked behind his mother on a narrow track that ran through the midst of the bushes. How pleasant it was to walk there! He felt as if he were flying without any effort on his part. There was a space under his hoofs, space under his bounding feet, space and still more space. Bambi was beside himself with joy.
- 69. Choose a story to read to the class—one that has dialogue in which you can practice speaking at different pitch levels e.g. "The Three Billy Goats Gruff", "The Town Musicians of Bremen", "Rumpelstiltskin."
- 70. Say "Where are you going?" to the person beside you, to the person on the other side of the room, to someone outside the door.
- 71. Of how many different moods can you think? Find sentences or paragraphs in your readers that make you feel these various moods—such as—happy, sad, eerie, frightened, angry, mysterious. How would you read each of these? Would your voice make us "feel" the mood of what you were reading? Listen for selections of music which remind you of each of these moods.
- 72. Try saying "cold old house" in different moods,—mysterious, happy, sad. From a fable or other story choose sentences which create different moods or feelings such as—

"Once upon a time there lived three Billy Goats" (happy) "They had to cross a bridge, and under the bridge lived an ugly old Troll"—(build up suspense here.)

73. Try to read the following sentences in the appropriate mood:

In the days of the great King Arthur, there lived a mighty magician, named Merlin.

But he had scarcely begun munching his food when he heard a heavy thump! thump! thump! of the giant's footsteps.

Jack climbed down, down—and after him climbed the ogre. Jack and his mother were very poor—they had only one cow. Jack returned to his mother and they lived happily ever after.

In your stories look for short paragraphs which express varying moods.

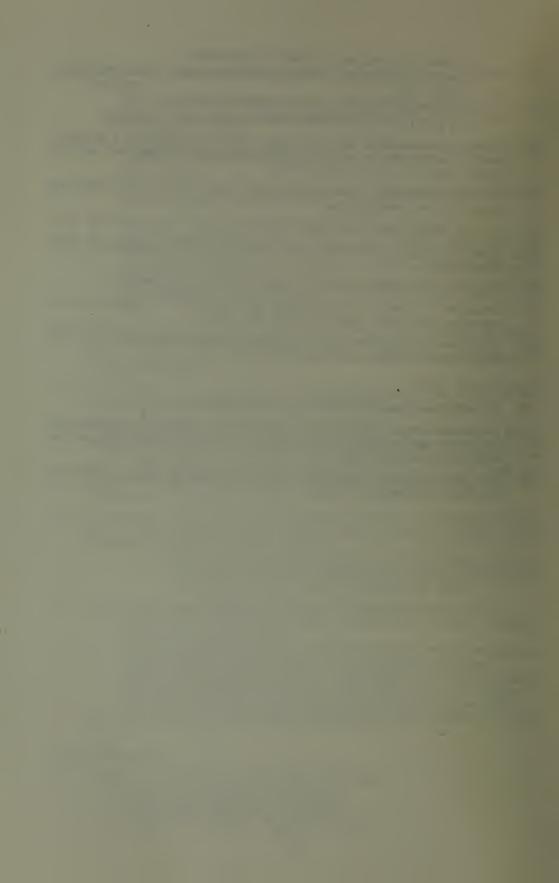
#### Mental Processes

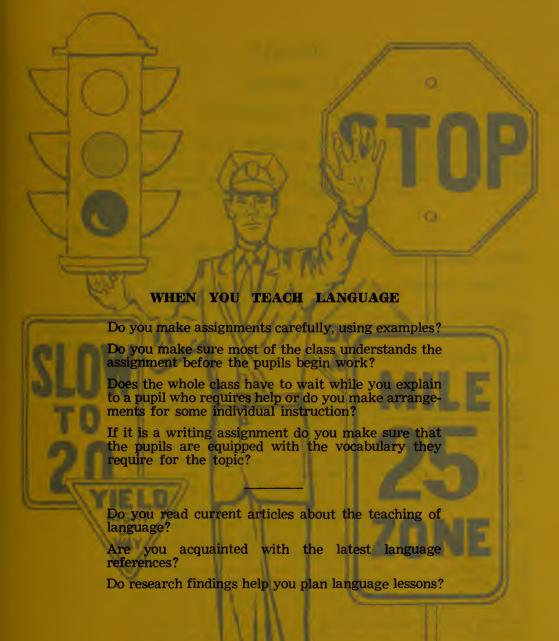
- 74. Listen to yourself and each other and ask-
  - was the breathing adequate?
  - was there sufficient resonance?
  - could the speaker be easily heard?

- -could the speaker be easily understood?
- was the expression sufficient and appropriate (variety of pitch, pace, etc.)
- in general, was the voice quality pleasant?
- in general, was the appearance (posture, etc.) pleasing?
- 75. Class may close their eyes and listen. After five minutes of listening make a list of all the sounds heard (a cough, shuffling feet, an airplane, footsteps in the hall, etc.)
- 76. To improve listening ability of class give some of the tests orally and do not repeat instructions.
- 77. Let the pupils carry messages orally.
- 78. Read a selection to the class and have them draw a picture of what they heard.
- 79. Teacher and pupils may set up basic rules of good listening.
- 80. Describe a character or an incident from a story or a person in the classroom and have children guess the name.
- 81. Build a story together—each pupil must repeat the story from the beginning and add one more word.

# The Speech Arts

- 82. Dramatize a favorite story, myth, or legend.
- 83. Dramatize scenes from favorite stories such as, Aladdin's trip through the magic garden, Peter Pan rushing to Wendy's rescue after he has been awakened by Tink.
- 84. For other stories to dramatize or to tell, and for poetry selections see the bibliography.







# **Appendix**

# CHAPTER VI

# LANGUAGE IN ACTION

# A — IDEAS THAT HAVE WORKED IN ALBERTA CLASSROOMS

The following are a few of the many ideas Alberta teachers have tried and found successful. These particular techniques are presented with the hope that they may be useful in other classrooms.

# 1. Oral Reports — Grade IV

Class Discussions

The following topics were discussed:

- When should we have oral and when should we have written reports?
- Is there a place for both committee and individual reports?

— What is a personal experience report?

With reference to our experience charts dealing with the preparation of written reports, a chart was drawn up entitled *Preparing an Oral Report*.

Readings from the language text were assigned during these

discussions.

Oral Reports and Proof Reading

— A few oral reports were prepared and given. After each report the class discussed the report and the reporter, suggesting ways in which the report and its presentation could have been improved. Two proof reading charts developed from these discussions: *The Report* and *The Reporter*.

- Notes were taken by the teacher during each report and the

ensuing discussion. These notes:

Served as a guide when re-teaching common errors.

Were a means of evaluating growth.

Were a guide in choosing individual critics for points

under The Report and The Reporter.

— Critics were chosen to watch for particular faults; that is, to be responsible for one of the points on the proof reading charts. These critics were chosen because they needed to be made more aware of the same fault in their own reports. For example: John did not "stick to his subject". John is advised to read the pages of his texts dealing with this problem. He will be responsible for checking each report particularly for this point.

Oral reports are now prepared, given, and proof read as follows:

— The report is prepared using the experience chart *Preparing an Oral Report*.

— As the report is being given certain pupils watch for specific

weaknesses.

— The report is proof read step by step, using the charts The

Report and The Reporter.

— The class then considers this question:

What one improvement would be most important to make on the report you have just heard?

# Experience and Proof Reading Charts

Preparing an Oral Report

Decide on a subject.

Write down the topics you want to talk about.

Arrange these topics in order. Summarize as much as possible.

Practice giving the report, using the summary to

remind you of what you want to say.

Decide on a title.

# The Report

Was the subject a good one? Did the reporter stick to his subject? Were the things told in the right order? Was enough told about the subject to make the report interesting? Were good sentences used in the report? Was the title a good one?

# The Reporter

Did the reporter stand erect, yet naturally, while he talked?

Did he speak clearly and smoothly?

Did he speak loudly enough?

Did he talk as if he were interested in his own report?

# 2. The Business Letter: a Language Unit

Step 1.—The class will discover the essentials of writing a business letter and will develop three charts to serve as proof reading aids.

There will be a lesson on the parts of a business letter. The content, importance, position, and punctuation of each part will be discussed. A comparison between a friendly and a business letter will evolve. The class will, during discussion, draw up "a list of points to watch in a business letter". The list will be made into a chart by

The class will develop their own list of rules for the use of capital letters and punctuation marks by class and individual analysis of a model letter. The lists will be made into two charts.

# Thus three charts will have been made.

- 1. Points to watch in a business letter.
- Capital letters.
   Punctuation marks.
- Step II. The content of a business letter, to be written in connection with the current enterprise will be discussed.

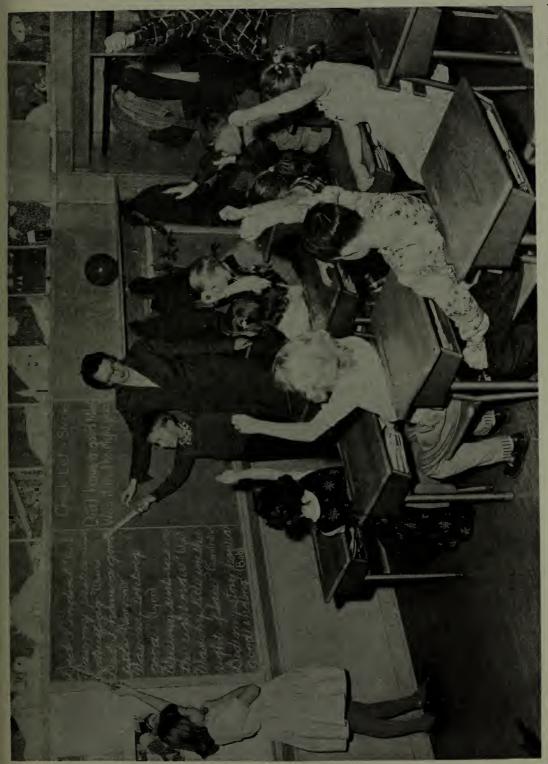
The letter will be written and handed in.

The teacher will read the letter and:

— pick out three letters which are excellent from point of content;

- decide on a common error needing reteaching;

pick out two or three letters containing examples of this error.



# Proof Reading Lesson

The letters illustrating the common error will be written on the blackboard prior to the lesson or, if possible, projected, using an opaque projector .

— The two or three letters which have been picked for excellent

content will be read and discussed.

— The class will correct together the letters which have been copied on the blackboard; i.e., the letters which illustrate the common error.

- Each member of the class will proof read his own letter for

this error.

— The class proof reads their letter for other errors, one at a time, using the three charts made during step one.

Proof reading for mechanical errors (spelling, punctuation marks, capitals, writing) is done by each pupil on his own letter. Sitting with his committee he is able to discuss any rule about which he is uncertain. Proof reading for content or ideas is done by the committee. The committee reads each letter in turn discussing the ideas in each.

# Capital Letters

Names of:

- Towns

— Cities

- Streets

— Avenues — Months

— Provinces

— The beginning of each word in the greeting.

— The first word in each sentence.

— The first letter in the first word of the closing.

— The signature.

# **Punctuation Marks**

What are the punctuation marks?

— Commas

— Periods and question marks

— Colons

— Apostrophes

Are all the punctuation marks in their right places? Commas:

— Between the city and province.

— Between the day and the year.

— After the closing.

— To separate the parts of a series.

# Points to Check in a Business Letter

— Check the position of each part.

— Check the capital letters

— Check the punctuation marks, periods, commas and colons.

— Proof read for spelling mistakes

— Make sure that the body says what it should in good sentences.

— Check the writing for:
form of letters
size of letters
slant
spacing
neatness

## Committees on Business Letters

Committees of three have been found to be the best size.

Committees should be chosen by the teacher.

Members should be capable of about the same general effectiveness in language.

Members should not suffer from similar language disabilities.

For example, two poor spellers should not be on the same committee.

The committee works as follows:

A member of a committee proof reads his own letter for mechanical errors.

The committee discusses and proof reads for ideas or for anything where varying points of view might have value.

The committee is encouraged to talk about their letters, among themselves or with the class.



Learning to read and spell through word families

(Alberta Gov't Photograph)

# 3. Possible Procedure for Teaching Spelling by "Families"

The following procedure, and variations of it, has been found useful in teaching spelling by "families" in Division II. An adaption of it would make it suitable for Division I.

# Preparation:

All pupils have a good dictionary on their desks.

Each has rough paper for "trying" words.

Each has his spelling notebook where he lists the words taught under each family.

# Procedure:

The word "family" is chosen.

The word is chosen by the teacher until the prepared list is exhausted. The pupils' own vocabularies are then drawn upon.

Some of the pupils find the word in the dictionary, checking for:

— spelling

— pronunciation

— syllabication

- variety of meaning

The rest of the class

- try spelling the word on rough paper

— syllabicate the word

— write sentences using as many different meanings of the word as they can.

One of the pupils spells the word for the teacher as she writes it on the board. (This should be done while others are looking for the word in their dictionaries, or trying to spell it, etc., as in the last section). As often as is consistent with good psychology, the weak spellers should do this job, so the teacher has an opportunity to give them personal attention.

## Culmination:

The class as a whole checks procedure, writes the word in their spelling notebooks, and records sentences using different meanings of the word.

# 4. Score Sheet for Practical Writing

(This score sheet was actually drawn up by a class for their own use in evaluating their written work).

80% for interest based on the following points:

- What was the writer's objective? Was the objective clear and attained?
- Was the writer dealing with the topic?

— Are ideas arranged in order?

Is the topic dealt with adequately?Were the words effective and varied?

— Are the facts accurate?

15% for spelling and punctuation.

5% for appearance.

# 5. Grade III Reports

(A combination of written and oral expression)

## We Build On:

A background of oral expression — "showing and telling" dramatizations, relating experiences.

"Group" charts — each child writes one good sentence about a class experience (e.g. a September Nature Walk) which is compiled with illustrations for the bulletin board.

Practice in telling and writing "made-up" stories that "really happened." These stories are illustrated and perhaps acted out.

Using numerous examples of child's work around the room (experience charts, children's own stories, room newspaper items, class experiences), introduce the term "report"—What does it mean? How do you tell or write a good report?

Through discussions, over several periods, using many examples, the children discover the components of a good report. These discoveries are recorded on an experience chart.

A second experience chart is compiled to help in the mechanics of writing a good report — (to be used as a guide in any written work).

(The children suggested other experience charts that would be helpful. One was "When I Speak to the Class" — to check and improve our oral reporting that we did daily in "news" period; "When I am The Audience" — how to act when someone else is speaking; and a "How Words Are Made" chart to help in spelling when they did written reports. All these charts have been added to from time to time).

Steps in Making a Good Report — (whether working with the class as a whole or in groups)

Gather information
Assemble information
Organize information
Write Report
Evaluate
Follow-up
(We follow these steps, but vary the procedure).

# Step I. — Gathering Information:

- One group may find the information, while the other children prepare questions they want to ask the "Information Group" about the topic.
- Any class member, on his own, may try to find information on the subject under discussion. He records that he has done so, then contributes orally or in writing what he knows when the group is ready to assemble information.
- The class breaks into several small groups or committees and the child gathers information just within

his group on their project. Later, when completed, the project is shared with the class.

- A "Look Here" board may display a special book or pictures, with caption or a few pertinent questions. Individual children or a committee with the teacher's help are responsible for periodically changing this display, and keeping it interesting and helpful.
- The children are encouraged to try many different sources for information-books, pictures, objects, other people, etc.

# Step II — Assembling Information:

When at least some of the information has been found, there is a discussion period-

If written questions were prepared, the "information gatherers" now try to answer these. (They try to speak clearly, use good sentences, and give a complete answer. Others may contribute as well). The answers are recorded briefly by the questions.

If the questions are oral, the answers may be recorded in point or outline form.

Sometimes instead of sets of questions, written or oral, certain areas or headings are set up. The children try to "pool" what they know under these headings.

Each person may contribute orally one interesting fact about the topic. The teacher records these on the board.

There may be "show and tell" at this time about pictures, objects, etc., that add to the interest and knowledge of the subject.

If there are gaps in the information, a record is made and the children are encouraged to do more research to try to find the answers.

Step III — Organizing the Information: (talking it over with the teacher and evolving a pattern for the written report).

> If questions have been used, they can be "renumbered" to form a framework. (The children are familiar with this way of "putting in order" in their reading workbooks). This can be done as a group project, or for a change each child might write down what he thinks is a good order. By comparing and discussing with the others, a common logical order can be arrived at.

> If information was gathered from an outline, it is organized under these headings as it is assembled. There may still be some "shuffling" within a section. Sometimes we set up an outline after the information has been gathered. With their background of knowledge, the children are able to suggest major headings quickly to organize their information.

Step IV — Writing the Report: When the children have the information,

and have organized it, they are ready to write their reports. (They are encouraged to use the experience charts on writing and spelling, and any special word

charts to help them).

Many children in Grade Three like to write their own reports. Some, however, are not ready to write on their own. The teacher may work out a report on the board with this group, which they then copy. Or the teacher may individually help the children in this group when they need help, but let them try to write in their own words.

In a group report different children contribute and the teacher writes the report on the board. The class copies the report in their books. (This group approach might follow oral reports from a small group who have done the first three steps within their group, and are now ready to share with the class what they have learned).

Step V — Evaluating the Report: (This is a very important step for both the children and the teacher).

The children hand in their reports, the teacher notes common errors, special weaknesses, and returns reports unmarked.

Each child, with the experience charts as a guide, proof reads his own report for mechanical errors.

He checks for one point at a time.

In small groups the children further proof read— (one report at a time)—with emphasis now on how good the content of the report is or how it could be improved. The children are encouraged to discuss their reports in their group. (Working in pairs seems best).

Step VI — Follow-up:

The reports are returned to the teacher. Two or three of the most 'interesting' reports are read to the class and discussed.

Excerpts from a few others that show a common error are read or written on the board and discussed. Formal language lessons, based on the apparent weaknesses shown in the children's writing, follow. Individual difficulties are also noted and worked on. The reports may be: a. copied in the children's books, b. illustrated, c. used in wall charts, reading cards, d. displayed on the bulletin board, e. used in some special project.

Conclusion:

The children feel a real sense of accomplishment when their first approach to written reports follows a method such as this. They are not "floundering about" with a new technique, but are learning to organize information, think critically, and express themselves in both speaking and writing. Language mechanics are not isolated, but are learned for a purpose. The work is challenging, and the results creditable. The children like to be "telling"—orally and in writing; they like to be finding answers to so many things about which they are curious. A very important technique, "reporting" is off to a good start.

# Charts for Grade III Language

### When I Write

Chart 1. Did I have a capital letter at these places?

— Beginning a sentence.

— For name words — people, places, days, months.

— For I.

— For important words in the title.

Did I indent my first sentence?

Did I end each statement with a period and each question with a question mark?

Did I have half-sentences? Did I have any run-on

sentences?

Did I remember to use a helper (have, has, had, was, were) with words like seen, done, run, come, and gone?

Did I check our chart on "How Words Are Made" for any spelling help I needed?

Chart 2. Did I pick an interesting topic?

Did I try to write about it so that others would be interested too?

Did I keep to my topic?
Did I tell things in order?

Did I tell enough about my topic?

Did I try to start my sentences in different ways?

Did I use an interesting title? Did I try to use exact words?

# When I was the Audience

Chart 3. Did I listen politely to the speaker?

Did I sit up straight and quietly?

Did I show him that I was interested in what he had to tell me or show me?

Did I do anything rude like —

— Walk around

— Talk to someone else

— Read a book

— Go on with some work of my own

# When I Spoke to the Class

Chart 4. Did I walk up to front and turn around before I began to speak?

Did I stand straight and still?

Did I look at my audience and talk right to them?

Did I speak in a clear voice?

Did I talk about something that I thought would be interesting to the class?

Did I keep to my topic?
Did I tell things in order?

Did I tell enough to make it interesting to my audience?

Did I use good language?

Did I say things like and, well, this here, and a, uh?

Was I greedy about taking more time than I should have so that someone else could not have a turn?

# WHEN YOU TEACH LANGUAGE:

Do you share language ideas with other teachers? Do you discuss language problems informally and at staff meetings?

Have members of your staff made any plan of attack for common problems?

Which gets the highest mark in your classroom: mechanical perfection or expression of ideas?

Are language work book exercises assigned more often than personal writing?



## B — CHILDREN'S WRITING

A selection of children's writing may serve a number of useful purposes.

- (1) Pupils enjoy reading and hearing what other children have written; such activities are important in motivating children to want to write.
- (2) A selection of children's writing should give an indication of what may be expected from children at different levels of language development.
- (3) Since top quality writing is rather rare, a selection of children's writing should give an indication of what pupils and their teachers might aim at.

This collection does not pretend to be complete. Finding a typical story or poem at a given level is a very difficult job, while finding an excellent story or poem is comparatively easy. Thus, the collection has more superior examples than average ones. No attempt has been made to include poor samples of writing.



Fairies and Brownies

I am a Fairy. It is fun
to be a fairy. I teach
brownies. I teach them
tricks. they like school
My school is in the
flowers.

Pat Baker

 $<sup>\</sup>ensuremath{\mathrm{Very}}$  good. There are only a few sentences in this story but there is good continuity and story development.

GRADE II

Ida Johansen

Blackie One day Blackie had some puppies One puppy was black with white feet and a white nose. One puppy was brown with white spots. The puppy that was brown with white spots was called spotty. One day spotty ran away. No body could find him.

Good. This story is told in good sentences. There is really very little story, however, since the minor character seems to have run away with the climax.

#### STORIES

#### GRADE II

#### I live in the mountains

Here in the mountains the air is very fesh it smells like a whole feild of wild flowers. You can see nothing but the giant peeks of the mountains and a little bit of the sky. Our family has a pack of mountain goats and I milk them.

Excellent. There is little story development but there is a quality about the writing that takes us to the mountains. Notice the good simile in the first sentence and the very vivid picture of the high mountains and the patch of sky.

#### GRADE III

# Cookie Land

Jean lay awake watching he brother sleeping. She wished she could get to sleep. Suddenly she heard a great noise and a voice said "Would you like to come to Cookie Land?" Looking down she saw a ginger-bread man. "Oh! Yes," she said. Well come on then, said the ginger-bread man pulling Jean after him. As he flew along he said "my name is Tiny and the cocoanut king sent me here to fetch you. Of course the people of date village wanted you, and so did the chocolate Queen . . . . Is it very far from here asked Jean interupting him. "Oh, just another few flaps of my wings said tiny. They were soon at the Kings palace, every one welcomed Jean. She was told not to go near one house, but she was inquisitive and went in. Every-one was angry and threw Jean from the sky. She cried No, No, No, and suddenly a hand woke her up and she knew it was anly a dream.

# ANNE MENARY Cromdale.

Very good. The actual writing is perhaps not out of the ordinary but the story shows a good imagination at work. Notice the complete lack of inhibition in expression.

#### **STORIES**

GRADE IV

# The Mysterious Car

Smoke was pouring from the car parked in our drive-way. Nobody knew whose car it was or how it got here. When Dick and I saw the car smoking, we ran out to it. Suddenly the car began to disappear very slowly. Dick and I each grabbed one of the car's rear fenders and then our mind's seemed to go blank. Soon we felt as if we were being pulled through space. The car landed as quickly as it had started and when we regained our memories we looked in surprise at the blood red land around us. Just then Dick pulled my sleeve and screamed: "Look at that sign! It says Mars! We're on Mars!" Sure enough, right in front us was a sign, and on it was written Mars. A thing that looked as if it had five thousand arms, six thousand legs and one hundred heads was coming toward us. I yelled: "A hiccopicopocerplus!" It said: "Jump in to the car and it will take you home." On the way home we crashed into a meteor. The crashing woke me up. This had only been a dream.

# MYRNA LEE NOZICK Talmud Torah

Good. This story shows a good imagination. So many of the stories at this level have the same fault: the beginning of the story is well told, but the last half of the story is condensed into a few short sentences.

GRADE V

#### Hallowe'en Scare

I't was hallowe'en. Timmy and Tommy were boasting to their friend Andy about how brave they were. Andy was getting tired of hearing their bragging so he said, "To prove your bravery you'll have to spend the night in the old haunted house up the road." Now the twins wished they hadn't of bragged so much. What if there was a ghost in the old house? They didn't want to go in it. If they didn't they would be the laughing stock of the whole town. The just had to go, that's all there was to it.

When they arrived home they asked their mother if they could spend the night in Andy's backyard. To their relief their mother consented. They got their sleepingbags from the basement and slowly started down the road. When they reached the haunted house, rubish and tin cans were lying everywhere. Bats flew out of the windows by the dozens "I'm scared," said Timmy. "Me too" said Tommy. Timmy was just about to open the door when it opened in front of him. They heard a voice which said, "Go home here lives the Wicked Witch of the West, she'll eat you with one lick of her chops. The two boys were so frightened that they ran out the open door, down the road and home. Never again did the two boys brag.

# JANICE WILCOX

Good. The author has made his ghost story seem quite real by adding details such as the rubbish and tin cans around the haunted house.

#### STORIES

GRADE V

#### Martian Terror

"Blast off minus five, four, three, two, one, zero" Bills voice echoed into the speaker. With that the space ship gave a lurch and sped towards Mars. Suddenly from the radar deck came Bob's bellowing voice crying, "Hey Bill we're in the path of a storm of meteors." "Norm cut the engines," Bill yelled into the power deck speaker.

"Check" came back the answer. With that the space ship came to a quick stop, but not quick enough. A meteor crashed through the hull's plating.

"Hey Bob, Norm, get on your suits and mend her" yelled Bill.

"Check" came back the answer. In thirty minutes the ship was again under way. Twenty hours later they landed on Mars. The men stayed in the ship until morning.

They slept unusually late but at nine o'clock they woke up tied and in a crude hut. They were all groggy but Bill was a little more awake than the other two. The first thing Bill saw was a spear lying against a wall. Slowly and quietly he inched his way towards the spear. Quickly he cut his ropes and woke Norm and Bob up "Shh I'll cut your ropes" he whispered. That he did. They noticed that their ray guns hadn't been taken. Then they made their plans.

"Norm, you jump the guard. Bob and I'll cover you. Then we'll blast that space ship off so fast they won't know what happened" said Bill. However they did not know there were five hundred of these tribes on Mars.

The first part of their plan went well. They made their way to the ship safely. Suddenly they noticed a huge troop of what looked to be five hundred thousand Mars men coming towards them.

"Norm, Bob, dont fire, let them get under the exhaust then I'll blast off" shouted Bill. The Mars men raced under the exhaust chamber after them. Then with a roar the space ship took off blowing all but one Mars man to bits.

In twenty three hours they were back on Earth. They had made the first successful rocket ship trip to Mars.

BILL PULLEYBLANK Queen Elizabeth School Wetaskiwin, Alta.

Excellent. Here is very skilful use of direct narration to tell a story. Episodes are well selected and the whole story quite believable, once we take the initial imaginative leaps.

GRADE VI

# Hucklebones and the One-Step

Once upon a time lived a beautiful horse called Hucklebones. He asked his mother if he might take dancing lessons so he could go to the dance in Walltown. His mother consented and the next day he went to town to take his dancing lessons.

At dancing class they were learning to do the one-step. Hucklebones tried and tried, but he couldn't do it.

On the way home Hucklebones hung his head and cried.

While he was walking through the forest, a voice suddenly called to him and said, "Hey you watch your step." Hucklebones looked up and there crossing the path were hundreds of rabbits. Hucklebones started walking through the rabbits carefully lifting one foot at a time and before he knew it he was doing the one-step.

When he got through the rabbits he ran home and told his mother about doing the one-step.

The next week there was a contest held to see who was the best one-step dancer. Who do you think won? It was Hucklebones of course.

# LINDA LAMB

Very good. This is an amusing bit of fantasy whose chief merit is the idea for the story and the name of the chief character.

GRADE VI

#### A Tale From A Tune

It all began one quiet evening in spring. The birds were just singing their last notes of song as the rosy red sun set its last colors in the western sky. The frogs were beginning to croak. The snow that glistened on the mountain top reflected from the sun rays to the rippling water in the valley below.

Suddenly the clouds covered the face of the moon, and the north stars, still faint-lighted stars were covered. It was the beginning of a storm.

Thunder roared and lighting flashed! Some huge trees were a mass of flame!

Rabbits and squirrels scampered out of holes and down trees. Birds that had been awakened flew around in circles with frightened cries.

Then the fierce storm broke. Rain fell and beat out the flames. For a while longer it rained, then all was quiet.

The rabbits and squirrels hurried back to their homes, birds, perched again on branches or the edge of the nests. The snow was again glistening on the risen water. Everything was as it had begun on the quiet evening in spring.

ILA MILBURN West Hope School Madden, Alberta

Very good. There are some excellent bits of descriptive writing here, although the story itself is slight.

#### FRIENDLY LETTERS

#### GRADE I

Dear Jack.

I have a cat. It has kittens.

Your friend Carolyn

A typical Grade One letter.

#### GRADE I

Edmonton Alberta June 4 1958

Dear Friend,

I have a new Zorro set. It comes with a sord and a mask.

I am having lot's of fun with it.

I come strinding in our livingroom and sing the song that they sing on T.V. Outside I play Zorro to. I ride my bike and prtend my bike is Zorror's horse. I go strinding up and down the side walk. Down stares Barry and I bilt a fort we bilt it out of two boxes and a table and a rug.

I wish I could sleep in there.

Every time I start playin with my Zorro set Lowrie poles it away from me. The End.

Your Friend Jeffrey

An amazing letter for a Grade One pupil. Notice how real and exciting the Zorro episode is made to the reader.

#### GRADE II

Dear Arthur

Last Saturday I saw a dog going after my cat. Then I saw that dog. On Monday I hit the dog. Then the dog ran away.

from Ronnie

Average. The chief improvement over Grade One is in length.

Grade II Dear Shelley

Last Sunday we went to Lakeview skating rink. Oh you should have seen us. There was a big snow shovel sweeping the ice. He took along time. When he got finished we could skate must better. Then we all got hungry and went to the cafe. After that we all went home.

#### Annette

Very good. Annette includes enough details so that the skating seems real. The excitement in sentence two adds greatly to the letter's interest.

#### FRIENDLY LETTERS

GRADE III

Edmonton, Alberta, May 6, 1959.

Dear Carol,

Today I am going to get a kitty. It is going to be a boy. I think we will call him Dixie. In school we are learning to divide. Some children think dividing is easy. But I am not sure about it yet. In enterprize we are taking about Holland. Our group is taking about how the Holland people travel. I better close my letter now.

Your cousin, Sandra

Notice the inventory of events in Sandra's letter and the short sentences packed together. This is a typical Grade Three letter.

**GRADE III** 

Edmonton, Alberta May 15, 1958

Dear Jimmy,

Do you rember that little scotti dog of Sues? Yesterday he went down town himself. Sue didn't know where he was. Finally the man at the ten cent store called her on the telephone and told her that her dog was asleep under the candy counter. He said that Sue should come for the dog before the store closed. Sue and her mother had to go and get him in the car. It seems to me that she had ought to train him to stay at home.

Sincerely yours, Lynn Hannley

Excellent. Lynn writes an interesting account about one topic. Her sentences are varied and interesting.

GRADE IV

Edmonton, Alberta May 12, 1959

Dear Florence,

I hope you will be back to school soon. The girls have started to play ball and so are the boys. We saw some very interesting films. We have worked on our puppets and my mother made my puppet clothes. We made a pretty mothers day card to. We made some pictures of the Amazon river. There was a man here to look at our Chinese mural.

Yours sincerely, Donald Gray

Donald has tried to write an interesting letter. Perhaps his letter would be better had he written only about his puppet.

## FRIENDLY LETTERS

GRADE IV

Edmonton, Alberta. May 12th, 1959.

Dear Florence,

I hope you are feeling fine. We have started a soft ball team. Our team is called the Terrytoons. You are on the Terrytoons team and Marilyn is our captain. At school you are in the Explorers group and I am in Riding with the Sun. We have been having some tests. The grades four and five are practising for our crest work. Since you were away we have had a few films. A few days ago we were making pictures of different kinds of insects. When I was drawing my picture I drew a worker bee, a butterfly, a drone bee and a fly.

Yours sincerely Gail Collingwood.

Gail has an easy, conversational tone but she has included too many brief topics.

GRADE V

Edmonton, Alberta May 11, 1959

Dear Mona,

I am very sorry I did not write to you, after you sent me some stamps. I have half of my stamp book finished, Mom said I could buy one more stamp book this year and then I would have to take up someother hobby.

Mother and Father said I could come out to Vancover and see you the summer. Daddy said he was buying a cottage for the weekends, it has two bedrooms a large kitchen and a living room.

I heard you had a new bike, so I shall put the bike in the car and bring it with me. Please write to me soon and tell me some of the adventures you had durning the weekend.

Your friend, Marilyn Wandell

Average. Don't you think Mona would have liked to read more about the summer  $\,$  cottage?

### FRIENDLY LETTERS

GRADE V

Edmonton, Alberta May 11, 1959.

Dear John

Last Friday night we went to bed earlier than usual, because we were going to Banff. We left Edmonton at six a.m. and arrived in Calgary at nine thirty in the morning. My mother got groceries there. Then we went on. It was much harder driving from Calgary as it started to rain pretty hard and the roads were rough. We were going into the Indian reservation. There were Indian huts made out of logs and grass.

We got into Banff at eleven thirty. When we got there we rented a cabin in, Mountain View de lux Cabins. Then we went to take pictures around Banff. When we were taking pictures we got a picture of a moose, a bear, and a mountain goat. Then we went back to the cabins. The next morning we got up early to get some more pictures. While we were eating breakfast, my sister was looking out of the window and saw a few bears looking for their breakfast in the garbage cans. Mom was going to get a picture of one, but the camera was in the car. And that was how it was there.

Your friend, Larry Hiebert

Good. Larry's letter could be neater, but his account of the arrival into Banff is interesting because he fills in enough details to make it seem real.

### GRADE I

Kittens can play, They eat all day. Mew, mew, mew.

Teresa Sobotiuk

Grade One pupils can write good poems. This typical poem shows a good sense of rhyme and rhythm.

### GRADE I

I had a little duck. He was a pet. It had a little tail. It made me wet.

Leman Walker.

Here is an excellent poem, containing all the good qualities of the first sample, plus a touch of humor.

### GRADE II

### A Fairy

A fairy glistens where ever she goes, in moon light in star light she looks like a pink rose. Her hair is like feathers flying in the sky, her shoes are the leaves oh my, oh my. They have pretty dress of pail blue and green, one would be king and one would be queen. They look just like dolls with their pretty fir gowns, but no little girl would take me down town. They have a wand with a gold star, and the sing jently where ever you are. They keep a record when yo've bin bad you get a spanking from mum or from dad.

### Catherine

The Grade Two author of this excellent poem refuses to admit that poetry must be in the traditional form. Notice the skilled use of a simile to describe the hair and the precise rhythm.

### GRADE III

I want to see a panda.

I want to see a bear.

Do you think the merry monkeys would like to see me there?

I want to see the dancing horse,

And a lion that can jump,

I want to see a tall giraffe,

And a camel with a hump.

Let us go to the animal show

To see what we can see.

And maybe, if I'm very good,

They'll come and talk to me.

Larry Dease

This is a remarkable poem with its three balanced stanzas and effortless  ${f rhy}{thm}$ .

### **GRADE IV**

### Whistle

I want to learn to whistle, I've always wanted to, But every time I try it My whistle won't come through.

My whistle must be stuck So I try again Can people swallow whistles? Where's my whistle then?

Lance Allan Dunn

Pupils like their poems to rhyme the way this one does.

### GRADE V

### Christmas

Mother and father are buying a tree, And maybe even a pair of skis, I am buying daddy some cuff links, And maybe mummy a chair that sinks, And I am buying little Roy, I guess, I think, a dinkie toy, But you know, I can't wait, For that very special date.

This poem, especially the last two lines, has an unaffected charm that distinguishes so much children's poetry. As often happens, there is just a little of the feeling that meaning has been sacrificed to rhythm and rhyme.

### GRADE V

### Thanksgiving

I am thankful for the grains in the meadow,
I am thankful for the squash so good and mellow,
I am thankful for the turkey and dressing,
And for each and every blessing.

Sallymae Rombough

Repetition is used effectively in this poem.

### GRADE V

### The Deer

The deer, with his smooth strait pose, His delicate antlers and soft brown hair, Stepped forward out of the brush, shyly, And then as his fear arose He darted off.

I hushed to touch my mouth and think Have I frightened this lovely thing away? I turned and asked myself once more, Shall I never see this deer, again And then I turned and walked away.

Marilyn Salter

The author apparently did not feel that rhyme was necessary. Notice the sensitive use of words to build up a mood of hushed expectancy.

### GRADE V

### Tonight Is the Night

Tonight is the night when black cats cry, And witches go flying through the sky When pumpkins in windows smile, And sit on the old fence stile.

Tonight is the night when skeleton trees, Sway back and forth in the breeze. Tonight is the night when goblins and bats, Play around with the old black cats.

Bobby Porter

There are many occasions when writing a poem expresses the mood of a time of the year. This poem is the best of those written by a grade five class just before Hallowe'en.

### GRADE V

### Christ's Birthday

The stars are shining in the sky
The angels bravely sing on high.
For this is the birthday of our King
To whom all children sweetly sing.

Grant MacDougall

Children often try too hard for exact rhyme and rhythm, at the expense of sense. When sense and rhythm are retained, the result is a lyric like this one.

### GRADE VI

### Dinosaur Dougly

There once was a dinosaur named Dougly. Who was what you wouldn't call ugly. He had green hair, With which he took great care, And washed it in soup called Pugly!

Diane Starr

Poetry should be fun. This girl obviously enjoyed her rather clever play on words.

### GRADE VI

### When Christ was born

Upon this morn Christ was born. Angel bent low God told them to go. The shepherd stood Upon the hill; And Herod thought That he would kill Christ so small Christ so still.

Betty Lou Hogg

Notice the very effective use of a rhyming pattern to accent the mood here, and the quiet power of the parallel structure in the last two lines.

### GRADE VI

### Spring Festival

Spring is when the crocuses pop up their tiny heads
And lovely scarlet roses rise up from leafy beds
The fuzzy little pussy-willows a swaying to and fro,
look like graceful ballerinas Dancing on their toes.
The lovely little pansies with their purple pouted faces
can be found most anywhere except in swampy places.
The little gurgling stream flows happily along
telling all the others to join the happy throng
The wondrous little fire flies Flying all a glow,
Light the way for weary travellers wherever they may go.
And now the world awakens
Birds sing like violins
And the night owls coo from treetops.
The Spring Festival Begins!

Beverly Forsyth Cheryl Onyschuk

There are a dozen examples of skilful use of words here. Notice how, again and again, general, mood-creating words are followed by specific descriptions to add realism—"lovely little pansies with their purple, pouted faces."

GRADE II

### How the Butterfly Grew

Last fall a mother butterfly laid her eggs on a juicy leaf. When the babies hatch they get some juice from the leaf. They eat so much that their skin falls off. Some new skin is there. They eat so much that they get sleepy. They make a button to hang with. Then spin cocoons and sleep in them all winter. In the spring they open their cocoons. When they open their cocoon they are pretty butterflies. When they are older they lay eggs the same.

Dolores Kearney.

Very good. Here is a very good description, in Grade Two language, of the life cycle of the butterfly.

GRADE I

### My Home

My home is pretty. I have fun at my home. I have a sister at home. It is fun at home. My home is pink and blue: I have a book at home. I have fun with toys. I see my family at home.

Naomi November 1, 1958.

Very good. These are all very good descriptive sentences and a suprising number of them for Grade One.

GRADE III

### Holland

Holland is a very nice place. The streets are very gay, because of the brightly coloured houses. They are made of brick and tile. The brick is painted red, yellow, blue, green and other bright colours. Inside the houses it is very neat. One room serves as a bedroom, kitchen and living room. The beds are like cupboards that two people can sleep in. In the daytime you pull a curtain over the bed, so that it looks neat. Tulips, dafodils and hyacinths are grown for their bulbs. The people of Holland wear wooden shoes called "klompen" which they remove when they go into a house.

Joanne K. Cohen.

GRADE III

### **Toltecs**

A civilization went on before Christ. Maybe you think it was the Asians or Europeans. None of them is what I'm thinking about. These are the Indians of North America. The Indians I'll speak about first are the Eskimos. The plains Indians next and then the civilized Mexican Indians. Sientists think all these Indians came from Asia. The Eskimos came over from Russia at a time not known. The plains Indians not known also. Then the Mexicans came I'm going to speak about them I'll start out with the Toltecs. They lived in the Valley of Mexco. It is called the plateau of Mexico They are believed to live aroud the 1200's. We have proof that they lived there. Farmers often turn up objects made by them. I'll tell more that in a minute. No one knows how come they were so civilizxed. They had a calander. They knew astronomy. They could carve, make tools, and build temples. They built them to the sun, moon and a god named Quetzcacoatl. He left and said he would return with men and rule again. This legend helped the Spanish

Both of these two Grade Three reports have the same quality: we have the feeling the authors have done much research to be able to talk about their topics in a familiar manner. We never have the feeling that these are meaningless sentences copied from a book.

### GRADE IV

### African Homes

Bongo goes to mission school 50 miles from home. Bongo's father is a tailor. Bongo helps his mother when he is home from school. His mother works very hard. Bongo shoot's his grandfather's bow and arrow. Bongo said "My grandfather was a great hunter". The Africans use different arrow heads for different things. They make corn meal by pounding corn with a pestle. Africans get dishes imported from Europe. Bongo reads from the Bible when he is at home.

Hugh Wyatt

Good. This is an original report resulting from watching a filmstrip.

### GRADE V

### A Tournament

In the feudal times after a battle has been won the knights have a game that they play called a tournament. This is a rough game. The knights wear their weapons and armour while playing this game. They dull their weapons before they start the game. When they are ready two different sides are picked. Then the two sides have sort of a battle. With even their weapons dulled some of them get killed or severely hurt. When two knights are fighting the one that wins could take anything he wants from the guy he beat. Sometimes two knights beat up on one, and when the beat him they share his things. After the fights over the knights go back to their places.

Tony Halitsky

Good. Here is a good description of a tournament. The writer is perhaps a little careless in language usage.

### GRADE VI

### Is There Life on Other Planets?

As far as we know, the earth is the only planet in the solar system that has life on it. Mercury probably has no life of any kind, because, it is too hot facing the sun, and too cold on the side away from the sun. Venus we are not sure of. Recently it has been said that there is mostly carbon dioxide on that planet. Probably there are plants growing there. If there are plants they would have to be extremely large, in order to survive. Mars is a mystery. Reports have been said that there are canals on the planet, to bring in water from the ice caps across it desert. These canals were probably made by intelligent beings, or, maybe it is an illusion. Jupiter, Saturn, Uranus and Neptune are too cold. How about Pluto? How about the planets beyond Pluto?

**Bruce Minty** 

 $\mbox{\sc Good.}$  This is a good report but perhaps condensed a little too much for the size of the topic.

GRADE VI

### **Medieval Times**

The medieval period was very different from ours. Their form of law was very harsh and cruel. Women were put in stocks for gossiping. The men were beaten and pushed around by the higher ranks. If a person committed a petty theft or something of that nature they might tie the person to a wall and not feed him or throw him in a pit of snakes. The lords, vassals and higher ranks pushed everybody else around.

If a man wanted another mans girl he would challenge him in a tournament. The winner would get the girl. Not all the tournaments were for battle. Some were just with blunt swords and spears. Before the tournament began the ones who were participating would take off their armour and show it off. Not everybody could be in the tournaments, just the people who were of nobility. The lower class of people were not allowed to take part in the tournament although they could watch.

Some of the sons of the noblemen wanted to be squires. Before you became a squire you were a page. Each lord and lady had a special squire or page that would run errand for him or her.

The health in Medieval Times was not very good. The black death killed thousands upon thousands of people. There weren't any doctors then, just barbers who had no idea how to cure it. To help fevers they let blood. Insane and sick people were beaten because they thought if they were beaten they would drive the devil out of them.

The homes in Medieval Times were castles and shacks. The castles had no form of heating, just fireplaces in every room. Not all the people lived in the castles just the higher ranks. The serfs lived in shacks with their animals.

There are no remnants of this left now.

Trudy Kline

Surprisingly well composed considering how much was attempted in one report.

### BUSINESS LETTERS

### GRADE I

Dear Mrs. Hill,

May I come to see the little pony?

Your friend Glenn Lee

Children may begin writing business letters early in school. Glenn's letter, brief yet courteous, is typical of what Grade One pupils may write.

### GRADE I

Dear Miss Bradshaw,

Thank you for taking our pictures. We had fun when we made our farm. We had fun when we saw ourselves.

Mrs. Hall's Class

These children nave already learned to say enough about a subject to make it interesting. This is an excellent Grade One letter.

### GRADE II

Apr. 23, 1959.

Dear Mr. Tucker

We are studying about postmen. Would you please come to our school and tell us about your work.

From Wayne C

Average.

GRADE III

Edmonton, Alberta. May 7th, 1959.

Dear Mr. Brown

My class at school is studying about birds. If you have a free pamphlet called Birds of Canada would you please send it as soon as possible. Could you send a few pictures with it if you have any of these birds:— cardinal, bluebird, robin or Redwinged blackbird.

Yours truly, Judy Keith

This letter contains all the necessary information, but is too wordy.

### BUSINESS LETTERS

GRADE III

Edmonton, Alberta, May 7, 1959.

Dear Mrs. Whyte,

Please may we borrow your tinsnips? We would like to cut tin cans which we will use for log planters. We shall return them by Tuesday. Thank you for letting us use the tinsnips.

Yours truly, Philip A. Tuskey

Excellent. Brief and to the point, yet courteous.

GRADE VI

Nov. 19, 1958

Travel Bureau Toronto; Ontario

Dear Sir:

Would you kindly send me your free booklet on your province, Ontario. We are studying about your province in school, and wish to gain futher knowledge.

Thank you for your service.

Yours truly, Marilyn Harris

Good and yet a little wordy.

GRADE VI

Edmonton, Alberta. May 3, 1959

Travel Bureau, Banff Alberta.

Dear Sir:

I will be in Banff for three weeks in August. Please send me some information on what to see and do. I am interested in swimming.

Yours truly, Betty Ann Kennedy

Excellent.

### DESCRIPTIONS

GRADE I

### School

This is a pretty school with nice boys and girls and a nice teacher. I like arithmetic. Some nice children are in the school, I am lucky to have lunch in school. It is pretty because some nice charts are in it.

### Esther Allman

Excellent. Four good sentences with considerable variety.

GRADE II

### My Snowman

My snowman loves winter. His hat is black. He has greeneyes. His nose is made out of a carrot. He has a pink scarf around his neck. My snowman has purple mittens. My snowman has three round buttons. He has a pink feather in his hat.

Darlene

A good derscription of the snowman in the picture distinguished by the heartwarming first sentence.

GRADE II

### A Cold Morning

On a cold morning you can see your breath. On other houses hang icicles, but on the grass is frost. After a cold morning the next day the sky is sea blue, and many pretty white clouds. On very cold mornings your nose tingles. When the sun gets on an icicle it dazzles you. Everything is white to-day.

Mavis Preston.

Excellent. Notice the number of vivid sense impressions here.

### DESCRIPTIONS

GRADE IV

### The Country

I like the country when it rains in the spring. After it rains I go out in my bare feet and walk on the grass and in the the mud. It feels good when the mud squeshes up through your toes. The fresh smell makes you feel good and the odor of perfume of flowers makes you want it to stop like that all the time.

In the morning the birds start to sing. The dewdrops still on the flowers and the farm animals scurrying around. You go to the barn to milk the cows. Then you can go fishing at a pond or stream and listen to the frogs and chipmunks and sqiurrels. You can ride calfs or horses and watch the men cut hay or wheat. And then in the fall you can go hunting. You can watch the geese or ducks fly south. And in the winter you can go sliegh riding and toboggining. Then you can chase jackrabbits or weasels and walk on snowshoes. You can build igloos or dig big wholes in the snow. When Christmas comes you can look for Christmas trees and ride in slieghs pulled by horses. You jump off high places into the snow.

### Larry Ungarian

Excellent. This description at times degenerates into an inventory but there are a number of fresh phrases that place it above the ordinary. Who would deny that, "It feels good when the mud squishes up through your toes"?

GRADE V

### How to Make a doll Apron

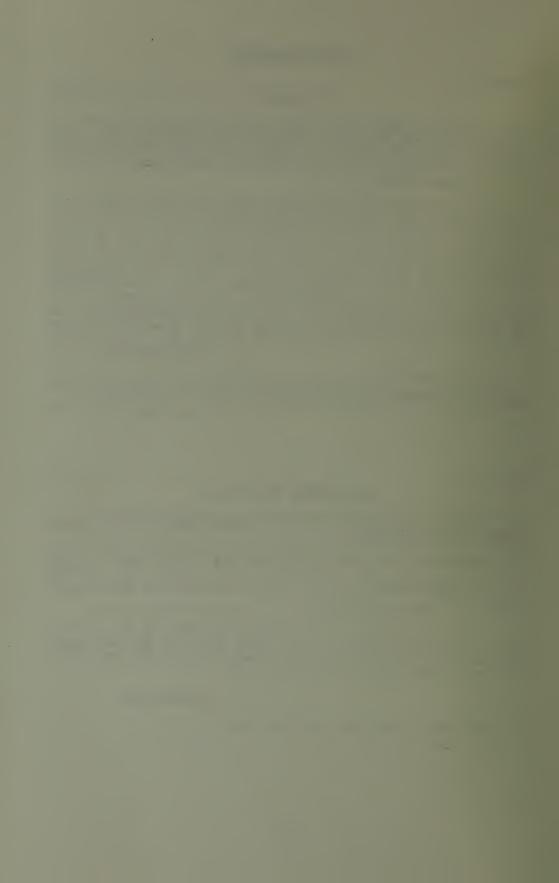
To make a doll apron you need to have a piece of cloth, a pair of sceesers, thread and nidle.

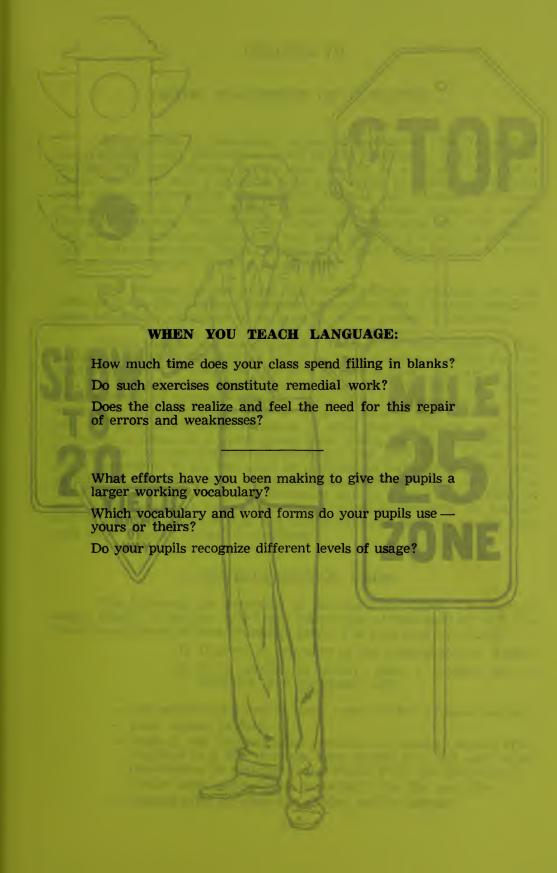
When you have all the things you need, cut the cloth so It will make an even square. Then round down the two bottom edges. Now cut two pieces both of them the same round for the pocket, cut them straight at the top. Then cut two strips.

Now you are ready to sow. Thread your nidle and put a knot at the end. Sow up the bottom of the apron. Now sow the two pockets and strips on it. Now you are ready to decorate it. If you have flowers on other materials cut it out and sow it on.

Miriam Nyul

Good. Here is a precise and useful description.





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### CHAPTER VII:

### GRADE PLACEMENT OF CONCEPTS

All teachers in elementary school are aware of the tremendous range of individual differences found in any classroom. A Grade Four teacher may find children in her class reading at a Grade Two and a Grade Six level, with a three or four year range in mental ability, and wide differences in ability, achievement, attitude, and interests. The same range of aptitude, achievement, attitude and interest applies to every phase of language. For example, Grade Four teachers are well aware that some children are doing their very best when they write two or three short, halting sentences. Other children in the same class are able to write two or three concise, effective paragraphs.

It is perhaps not surprising that experts in the language field use different grade placements of concepts. An examination of leading language texts will reveal variations of as much as three grades in placement.

What, then, is the teacher to do? There is no easy answer to this problem, but rather two sources which we may examine carefully for our answers. First, the textbooks will give us one answer: we can be sure that the author of the text is an expert in his field and that, while his placement of concepts may not agree with the placement of other authors, it is made in the light of wide experience and research. The text will give us an expert's opinion of what may be taught profitably to typical children of a given grade level. Thus, the text may be used to check on the completeness of instruction (see page 121). Second, the grade placements in the text must be modified in terms of the needs and abilities of specific classes and individuals. Many children can go far beyond the text both in grade placement and in depth: a few children may profit more by a slower pace than that set by the text. No teacher will be satisfied with less than the best a child can produce, yet the best may show a great range of excellence.

### A—DEVELOPMENTAL GRIDS

The following are examples of developmental grids. Competency comes slowly. A teacher will begin instructing at the level of skill the class has achieved without regard to grade. The grid does two things:

- (1) It gives an overview of the development of a skill.
- (2) It is possible to quickly place a student who is defective in a particular skill.
- Use period and question mark correctly for sentence endings.
- Place comma in date.
- Begin to use commas after greeting and closing, periods after numbers in a list, commas after names in a list, and other punctuation in material to be copied from the blackboard.
- Period after abbreviation including titles Mr. and Mrs.
- Comma after greeting and closing, and in address.

- Apostrophe in contraction and for possessive singular.
- Period after initial and numbers in a list.
- Comma in a sentence including a quotation and to separate items in a series.
- Colon after the greeting in a business letter.
- Quotation marks before and after a direct quotation.
- Exclamation mark at the end of the sentence to express strong feeling.
- Use a comma to separate the parts of a sentence formed when two shorter sentences are joined.
- Use a comma to separate a word of address from the rest of the sentence.
- Comma to separate clauses in a compound or complex sentence.
- Hyphen to separate parts of a compound word.
- Master the form of capital letters.
- Use a capital letter to begin:

name of person (especially own name) name of street, school, town in address first word in sentence

- Use capital letter for I.
- Use capitals for titles such as Mr., Mrs., Miss.
- Expand use of capitals as outlined e.g. name of teacher, pets, etc., as needed.
- First letter in line of verse.
- Use capital for word O.
- Proper names: e.g. month, holiday, etc., as needed.
- Abbreviations of proper names: e.g. month, day, initials, as needed.
- Greeting and closing of letter.
- Titles: book, report, story, poem, list, etc.
- Expanded use of capitals as previously indicated: Mother and Father, buildings, etc., as needed.
- Further specific uses of capitals, as needed.

### The Sentence

- Recognize a sentence: oral, printed, written.
- Use short, clear, correct, and interesting sentences in oral expression.
- Reduce and —faults in oral expression.
- Realize that a sentence tells or asks something.
- Use short, clear, correct, and interesting sentences in written expression.
- Gradually eliminate and in oral expression.
- Develop the concept of the sentence as a complete thought.
- Recognize and understand the need for two kinds of sentences: statement and question.
- Distinguish complete sentence from fragment.
- Eliminate run-on sentence with and from written expression.

- Develop greater familiarity with kinds of sentences: statement and question.
- Recognize and use the sentence that expresses strong feeling.
- Learn to begin sentences in different ways.
- Avoid choppy sentences through the use of connecting words.
- Learn to recognize and use the exclamatory sentence.
- Use the various kinds of sentences to vary expression.
- —Build sentences correctly and with greater variety of pattern as an outcome of some knowledge of the grammar of the sentence.
- Use clear, concise sentences to express exact meaning.

### Letters

- Copying of note or invitation to parents.
- Write a simple note of thanks or an invitation, copying the correct form from a model.
- Use correct form for note or friendly letter.
- Use correct form for both business and friendly letters.
- Distinguish between purpose and tone of business and friendly letters.
- Add different types of friendly and business letters as needed, e.g. order, acceptance, congratulations, etc.
- Use many types of letters with competence.
- Aware of the etiquette of business and social correspondence.

### Reports

- Reports are completely oral.
- Many of the skills needed in reporting are introduced through the building of experience charts as class reports of films, excursions, etc.
- The first reporting is an informal relating of personal experience, either as "news" or as a contribution to a class discussion.
- Most reports are the result of personal experience
- Simple oral reporting, following research with non-reading materials is begun.
- The best readers are able to begin research in their reading groups.
- Planning is done in class discussion.
- Pupils may be led to set up simple standards and can evaluate reports using either standards or a model as a basis for comparison.
- Pictures, models, etc. may illustrate a report but are more often the reason for the report.
- Most reporting skills are introduced in a rudimentary form at this early stage.
- Experience charts built through class discussion are the most important form of written reports.

- Individual written reports of one or two sentences are attempted.
- Most research is done with non-reading materials, but simple research in books is begun.
- Most planning is done in class discussion but individuals and groups may make general plans more specific.
- Pupils are able to set up standards and evaluate reports.
- Illustrative materials begin to become adjuncts to reports.
- Experience charts continue to be important as models of reporting.
- Individual written reports become three to ten sentences long.
- Personal experience reports are still most important.
- Research involves both reading and non-reading materials.
- Much of the planning for reports is done in class discussion, but individual pupils and groups often choose the report topic and plan the gathering of information and the writing of the report.
- Pupils become skilled in evaluating reports.

Competence in reporting is a composite of many skills. Growth is gradual, uneven, and varies with individual differences. However, by the end of Grade VI pupils should be able to:

- (1) plan and evaluate the search for information and the writing of the report, both as individuals and as members of a democratic group.
- (2) carry out the necessary research, using all available resources;
- (3) write a concise, informative report;
- (4) present the report orally in an interesting manner; and
- (5) prepare suitable illustrative materials.

### Use of Reference Books

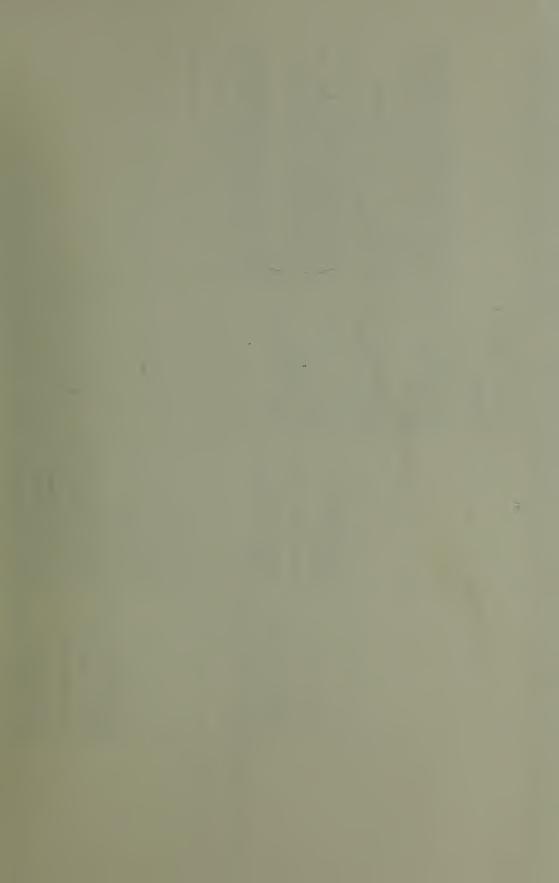
- Through example, children are shown that books contain interesting information.
- Use of the title as a clue to the contents of a book.
- Understanding and use of simple tables of contents.
- All children are able to find the answers to questions in their reading groups.
- The best readers are able to make independent use of marked books to find answers to questions.
- Through example, children are shown that information from books should be evaluated.
- Children are introduced to alphabetical order through use of picture dictionaries and simple exercises with spelling words.
- Understanding and use of more difficult table of contents.
- All children are able to find answers in marked books at their reading level.
- The best readers are able to answer questions independently through reading.

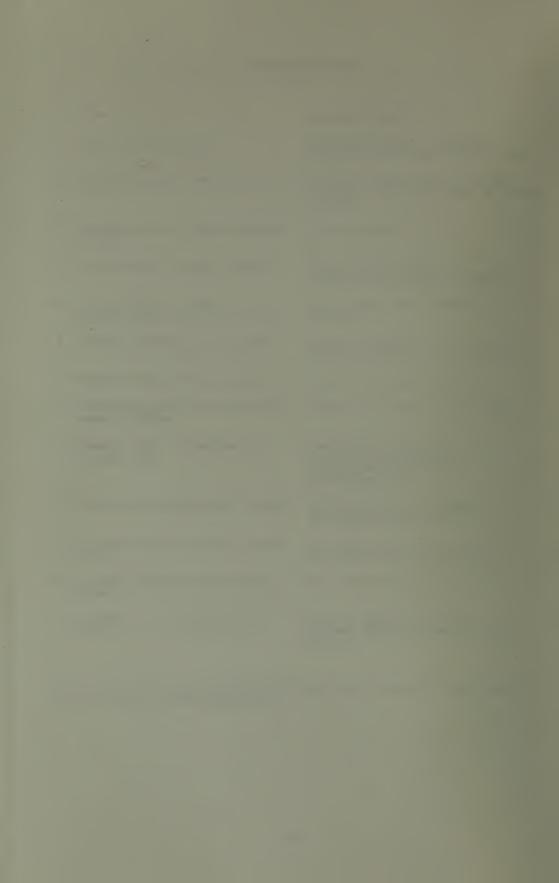
- Simple alphabetizing (first letter) as readiness for efficient use of index, glossary, dictionary, and encylopedia.
- Independent and successful search for information in books at the right level.
- Begin use of the glossary and index.
- Begin use of encyclopedia.
- Begin to outline and make notes.
- Children begin to evaluate information and opinion from books.
- Mastery of alphabetizing.
- Use of glossary.
- Use of index.
- Use of encyclopedia.
- Use of dictionary including:
  - use of guide words
  - identification of correct meaning
  - spelling
  - syllabication
- The ability to state the main idea through a brief summary.
- Use a number of books to gather information.
- begin to list names of books used.
- Use dictionary including:
  - pronunciation key
  - diacritical marks
  - formation of plural
- Use card index to locate books.
- Take notes.
- Make an outline.
- Select the appropriate means to record information gained from reading:
  - -- summary
  - --- outline
  - notes
- Use many books to gather, evaluate, and organize material on a topic.
- Make a complete bibliography on a topic.

### REFERENCES

	Titles	Obtainable From
1.	1943 Year Book, N.S.S.E.	The Department of Education University of Chicago, Chicago, U.S.A.
*2.	English Language Arts, N.C.T.E.	Appleton-Century Crofts, Inc. 1952 (Ryerson Press, 299, Queen St. West, Toronto)
*3.	Language Arts for Today's Children, V.C.T.E.	Ryerson Press
4.	Understanding Grammar, Roberts	Musson Book Co. Ltd., 103-107 Vanderhoof Ave., Toronto
*5.	They All Want to Write, Burrows, Ferebee, Jackson, Saunders	Prentice-Hall, Inc., 70 Fifth Ave., New York
6.	Children's Thinking, David Russell	Ginn and Company, 1331 Yonge St., Toronto, Ontario
7.	Helping Children Write, Applegate	Row, Peterson (Copp Clark Co.)
8.	The Language Arts in the Elementary School, Strickland	Boston: D. C. Heath & Co., 1951
9.	Research Helps in Teaching the Language Arts	Association for Supervision and Curriculum Development, 1201 Sixteenth Street N.W., Washington 6, D.C.
10.	Teaching the Language Arts, V.C.T.E.	McGraw-Hill Book Co. (1951), 253 Spadina Road, Toronto
11.	Language Teaching in Grades 1 and 2, Dawson	W. J. Gage & Co., Ltd., 82 Spadina Avenue, Toronto 2B
12.	Teaching Language in the Grades, Dawson	W. J. Gage & Co., Ltd.
13.	Beginning in the Language Arts, Bowers	Appleton Century Crofts, Inc. (Ryerson Press, 299 Queen Street W., Toronto)

<sup>\*</sup>Books may be ordered through the School-Book Branch. Six weeks should be allowed for the delivery of special order books.





## 1-DENT GRADE PLACEMENT GRID EXPRESSION OF IDEAS

GRADE VI	Use of words and phrases that convey feeling.  Definitions: Etymology — meaning of words, spelling, promunciation, usage, and inflection.  Planning a club. Club programmes. Preparing agenda.  Nominating, voting.  Minutes of meetings.  Making and discussing a motion.  Concern for holding attention; audibility; pace; pausing; stress; inflections that convey emphasis and feeling.
GRADE, V	Reasoning, evaluating, explanting and expressing opinions.  Tell stories.  Listening to note details: follow the thread of an argument. Appraise speech. Evaluate stories.  Particular rather than general nouns and verbs.  Pronouns to avoid repetition.  Making announcements clearly emplassizing importance of pace, volume, repetition.  Training the ear to detect slurring and unacceptable speech.  Practicing careful enunciation.  Choral work: Interpretation of selections.  Melody, emphasis, and underpretation of selections.  Melody, emphasis, and audience.  Communicating with the audience.  Being relaxed.  Interpretation of emotion in plays.  Presenting short original dialogues.
GRADE IV	Relating personal experiences.  Report after research.  Answer in a listing sentence or in a twopart sentence.  Listening to find an answer.  Synonyms for common verbs, adjectives.  Words which appeal to the senses.  Endings, such as ing, tand d.  Also you and ow.  Speaking courteously.
GRADE III	Report on activities, observations.  Explanations. Planning class activities. Waiting one's turn. Listening attentively and politely. Use of clear, vivid picture words. Vivid synonyms for common verb, Choosing words that rhyme. Final consonants long vowels and dipthongs. Telephoning: be brief and polite. Speaking in sentences. Watch sequence of ideas. Choral work: Developing a sense of rythm and need Use varied tone to express feeling. Improving playlets from Known stories. Improving playlets from Secondrio. Improving playlets from Ascending a play from a seenario.
ORAL LANGUAGE	2. Word Study and Speech Speech 3. Drama

WRITTEN LANGUAGE  1. The Sentence	Recognize sentence and fragments. Combine facts into concise statements. Use joining words to make long sentences.  Vary beginning of sentences.	Recognizing short and long satternees. Avoid run-on sentences, overuse of and so and then.	As Grade IV. Use joining words to make longer sentences either at beginning or in the middle of sentence. Use of appositive for concise writing. Understanding of subject and verb, complete subject and predicate. Other words are attached to either the verb,	Using repetition to give emphasis and rhythm.  Using short sentences to create pace decretement. Use of sentence fragments in dialogue. Combining subjects and predicates. Sentences with prepositional phrases. Use of unnatural order in sentence for variety. Recognizing the subject before an "of" phrase and after "there is". Recognizing and punctuating a command sentence.
2. The Paragraph	One topic per paragraph.  Importance of beginning sentence. Sequence of thought. Words that adoliseve sequence: after, that, next, etc.  Indenting of first word.  Descriptions, explanations.	As Grade III. Middle of paragraph develops the topic. Ending brief and conclusive.	Related ideas grouped in paragraphs. Revising repetitious writing. Tightening sentence factoring and spacing and spacing paragraphs and lefters.	Understanding that a paragraph should have unity and variety; a paragraph is the development of a sub-topic.
3. Reports	spacing. Lists in alphabetical order. Cooperative report after research. Description.	Individual reports after research also cooperative Using an index. Use of reference material dictionaries, encyclopedia, Avoid rembling, Keep to topic,	As Grade IV.  Descriptive reports.  Book reviews and opinions.	Class newspaper: Different types of writing in newspapers.
4. Stories	Fauciful and realistic stories. Cooperative stories. Verses.	Personal experiences.  Descriptions.  Writers should recall their own experiences and express their own thoughts.  Keep to main point.	Personal experiences. Descriptions, lists, notes, records, etc. News stories. Cooperative magazine and long story. Analysis of ungrammatical, incomplete or confused writing.	Stories with a stirring climax.
5. Letters	Simple letter form. Letters of invitation. thank-you reply. Friendly letters.	As Grade III.		

## 1-DENT GRADE PLACEMENT GRID MECHANICS OF LANGUAGE

CAPITALIZATION	GRADE III	GRADE IV	GRADE V	GRADE VI
1. Capitals	Capitalizing I and first word of sentence.	Specific names, titles, etc.	Initial headings.	
2. Punctuation	Period at and of sentence, period question mark, exclamation mark. Use of apostrophe. Comma in lists and letters. Quotation marks to show direct speech.	Period to mark headings, abbreviations.  Apostrophe to mark contractions, possession.  Comma to separate items in listing sentence, address date or heading; parts of letter.  Quotation and exclamation marks in dialogue.  Colon and dash to indicate list.	Period for initials. Comma for introductory clauses, appositives.	Punctuating a broken quotation.
PARTS OF SPEECH	Verbs: correct numbers, form of irregular verbs. Terms: present, past, future. Correct tense.	Verbs: Singular and plural number, past fense with have nad or has. Nouns, werbs, adjectives. Pronouns: Avoid overuse e.g. "My father he	As Grade III. Verbs: Singular and plural number, present and past participle; appositive double negative; Definition of pronoun, complete subject, predicate, complete predicate. Pronouns: Agreement of pronoun with antecedent: Who, which, and that as Johning words. Agreement with antecedent. Adverb and Adjectives, —Avoid double negative.	Verbs: Using auxiliary verbs.  Recognizing a verb when it is split. Using perfect and pluperfect tenses (no terms given).  Adjectives, adverbs: Understanding that adjectives modify nouns and pronouns. Understanding that adverbs modify verbs, adjectives and other adverbs. Understanding that adverbs frequently split verbs. Forming adverbs from adjectives. Promouns: Verbs pronouns as subjects and objects of verbs. Using pronouns as objects of prepositions. Understanding that "who" "which", etc., are pronouns that are used as conjunctions.
USAGE	They're, their, there Too, two - to a - an Distinguish between: Distinguish between: Correct tense.	Synonyms for lots of and going to As Grade III.  No -know Your - you're Its - it's Pronouns: I-me, he-him, they-them; who-which; good-well These-those	Here-hear through-threw your-you're. Pronouns: I-me; he-him; they-them; who, which and that. Distinguish between: Distinguish between: in-lay. Correct tense.	Understanding that prepositions have objects.

# 2-MAGMILLAN GRADE PLACEMENT GRID

EXPRESSION OF IDEAS

GRADE VI Audience manners. Courtesy with others. Standards in oral language. Conducting meetings. Election of officers, motions. Making announcements. Concise description.	Over-worked words.  Errors in choice of words.  Review.	The speech organs.  A, an, the final t and d and final o and g.	Dramatizing telephone conversations. Stage terms: setting, properties, actiocharacters. Costume committee. Improvisation, music and movement. Miming. Play: Mercury and the Woodman.
GRADE V Making reports. Reporting on moving pictures, radio and television programs. Courtesy. Organizing and conducting a club.	Synonyms. Andronyms. Homonyms. Descriptive words. Building words.	Clear vowel sounds. Clear speech practice. Sounding t, d, wh, u, th and you.	Dramatizing rules of courtesy, introductions. Radio programs. Understanding a character. Plays: Christopher Columbus. Writing plays.
Announcements. Explaining clearly. Discussing a letter or poem. Telling a story: planning, beginning, order, ending. Measuring scale for stories. Telling a cooperative story. Making reports. Keeping to a topic. Book reports.	Using fewer ands Review.	Saying you clearly.  An and th before vowels.  Choral reading.  Reports are told not memorized.	Terms used in plays. Planning a play: begining dialogue and action, the ending.  Dramatize a whole story.
GRADE III Introductions, conversation, use of telephone. Giving talks, evaluation of talks. Telling stories from pictures. Rules for story tellers. Explanations.	Interesting words: exact words. Words of similar meaning. Words of opposite meaning.	Words commonly mispronounced.  Words ending in ing, t, or d.  Sounding wh.  Vowel sounds.  Use of you in contractions.	Reading of play, Autumn. Dramatization. Choosing parts. Rules.
ORAL LANGUAGE 1. General	2. Word Study	3. Speech	4. Drama

GRADE VI	Complete subject, bare subject. Complete predicate, bare predicate. Topic sentences.	Topic sentence. Review.	Group plan questions. Increase in quality of notes. Outline, summarize. Better sentence and paragraph structure. Book reports.	Standards for stories.  Beginning, body, conclusion.  Anecdotes.  Making an outline summary.  Class paper.  News stories, editorials, articles.	Spacing review.	Rules for memorizing poem. Making good rhymes. Quatrains, couplets. Limericks.
GRADE V	Imperative sentence. Variety of sentences. Subject and predicate.	Beginning a paragraph. Paragraphing letters, stories, conversation. Improving paragraphs.	Undertakes to answer one or more questions in detail.  Skimming, careful reading.  Check contrary references with teacher.  Make longer reports, careful paragraph structure.	Rules for writing stories. Choosing titles. Completing stories from beginning sentences. One paragraph stories. Conversation in stories.	Parts of a letter. Margin. Letter of acceptance. Return address, punctuation. Business letter: for supplies indented and block form.	Writing a poem.
GRADE IV	Exclamatory sentence. Over use of so and well Expressing a complete thought.	Indenting paragraphs.  Evaluation of paragraphs.  Cooperative paragraphs.	Lists of questions. Each member of group plans two or more sub-questions. Use of library books. Organization of notes. Writes report. Use of dictionary, alphabetic arrangement, guide words, table of contents.	Review of Grade III.	The signature. Inside address. Letters of: thanks regret request.	Choosing descriptive words.
GRADE III	Definition.  Becognition and improvement of sentence.  Rules for good sentences.  Assertive and interrogative.  Complete sentence.	Definition. Practice in writing. Talking about one thing only. Order. Writing one-paragraph stories.	draw up set of questions in the beanswered. Pupil in one or two sentences. I pictures. The pictures.	Stories from pictures. Planning a story: Group stories. Choosing a title; topics for stories. Rules for story writing. Individual stories.	Addressing the envelope. Letters to friends. Model letters. Closing; punctuation. Use of capitals: heading, salutation. Letters of invitation. Letter from dictation.	Making rhymes, writing verses.
WRITTEN	1. The Sentence	2. The Paragraph	3. Reports	4. Stories	5. Lettors	6. Poetry

# 2-MACMILLAN GRADE PLACEMENT GRID

### MECHANICS OF LANGUAGE

In outlines.	Common and proper nouns.  Singular and plural nouns, also possessive nouns.  Verb phrases. Principal parts of verb phrases.  Exact and vivid verbs.  Adjective phrases and choice of vivid adverbe phrases. Choice of vivid adverbe phrases. Choice of vivid adverbe pronoun.  Definition of pronoun; possessive pronoun. Correct use.  Definition and use of:  preposition conjunction interjection.	Among, between Its, it's Begin, began, begun Break, broke, blown Burst Ghose, chose, c
GRADE V  Buildings, churches. Clubs, firms, languages. Nationalities, races, Rulgions. Rigographical names. Special days, stores. Word God and all words connected. Initials, titles.	Naming words (nouns) Action words (verbs) Words describing nouns (adjectives). Words describing verbs (adverbs).	GRADE V And's, using too many. Broke, broken Isn't, aren't This, that Threw, thrown Tove, torn Words, not needed.
a In letters.  Review Grade III.  Period in heading of letter.  Question mark in direct quotation.  Exclamation mark:  Comma—in a series, in an address, in direct quotation.  Quotation marks— undivided direct quotation.  Apostrophe—in possessives.		GRADE IV Began, begun Don't, doesn't Good, well Learn, teach Swam, swum Free, their To, too, two Took, taken Wrote, written
Rules: first word of a I sentence; first word of a I ine of poetry. Capital for I. Tritles of books, Holidays, months, persons, streets, places, schools, streets, paces, schools, streets, paces, or word. Comma after an aking gentence, or word. Comma after salutation of letter, in head after closing of letter, in head ing of letter, in head. How after closing of letter, in head ing of letter, in head after closing of letter, in head be after closing of letter, in head ing of letter. In head ing of letter, in head be after closing of letter.		GRADE III Are, is Aren't, isn't Ate, eaten Came, come Can, may Did, done Gave, given Gave, given Gave, given Ran, run Ran, run Ran, run Wasn't weren't Wasn't weren't Wen't, gone 'I' or 'me', putting last,
CAPITALIZATION and PUNCTUATION 1. Capitals 2. Punctuation	PARTS OF SPEECH	CORRECT USAGE

Grades 1-2 Language Comes Alive teachers Rittenhouse, pub. 7. M. Vent. Language Tourneys teachers edition: Halland Browne, pub Macmillan-Grades 3-6 - Language Comos Alise, pooks 3-6, teachers and pupils, Rittenhouse, Red- J. M. Devl. - Language Jeuinoy 3-6, leaching and pup. 15, Hall and Broome, pub Macmillan Spellers (Sevies) - Macmillan Spelling Levis books 2-6, pupils and leachers editions The Bossi Goals in Spelling series, books 2-6, Me Bran tens ind Hill, papels and leactions editions

